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CLEVELAND
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School Board Journal

October



October
1910
VOL. XLI, No. 4

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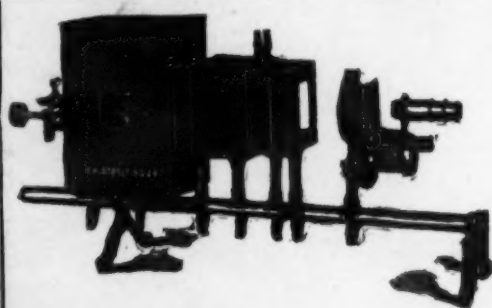
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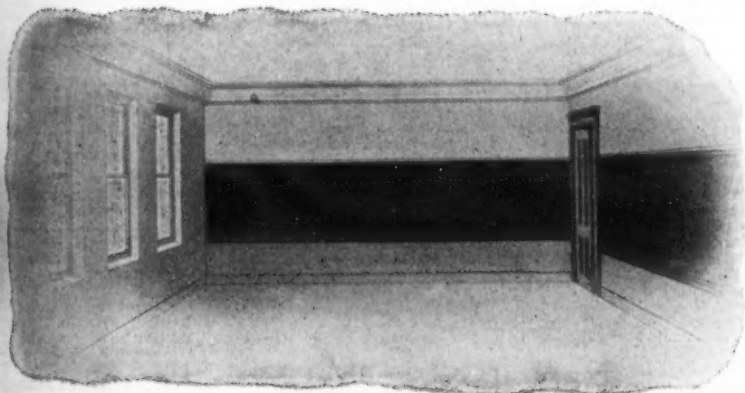
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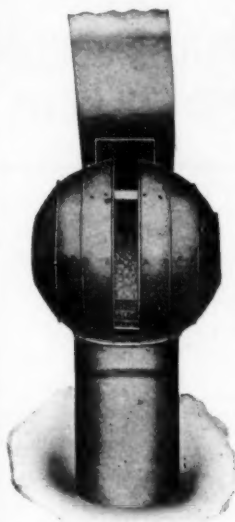
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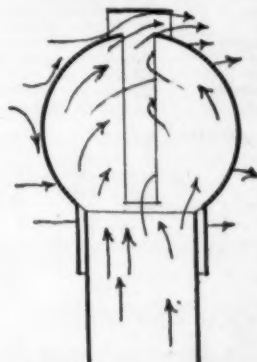
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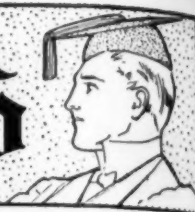
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Britton	Britton Printing Company	Cleveland, O.
Columbia	Columbia School Supply Co.	Indianapolis and Hamilton, N. Y.
Century	The Century Co.	New York City, Chicago
Ginn	Ginn & Co.	Boston, New York, Chicago
Houghton	Houghton-Mifflin Company	Boston, New York, Chicago
Jenkins	Wm. R. Jenkins Company	New York City
Lee	Laird & Lee	Chicago, Ill.
Lippincott	J. B. Lippincott Co.	Philadelphia, Pa.
Longmans	Longmans, Green, & Co.	New York, Chicago
Merrill	Charles E. Merrill Company	Boston, New York, Chicago
Macmillan	G. & C. Merriam Company	Boston, New York, Chicago
Newson	The Macmillan Company	New York, Chicago, Boston
Orr	Rand, McNally & Co.	Chicago, New York
Palmer	Newson & Co.	New York, Chicago
Peckham	Orr & Lockett Hdw. Co.	Chicago, Ill.
Pitman	A. N. Palmer Company	New York, Chicago, Cedar Rapids
Prang	Peckham, Little & Co.	New York
Scott	Isaac Pitman & Sons	New York
Simmons	Prang Educational Company	New York, Chicago
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Sower	Parker, P. Simmons	New York City
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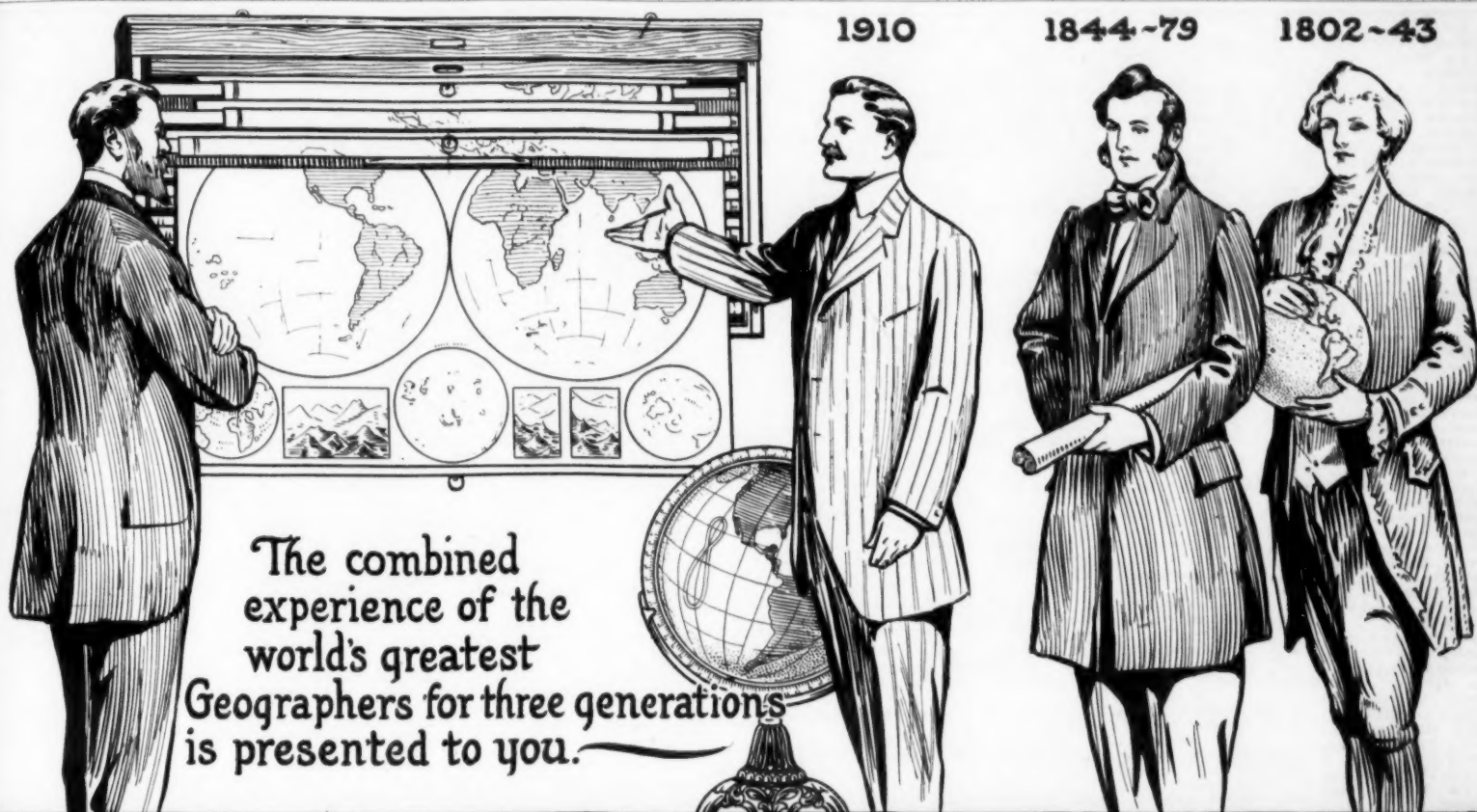
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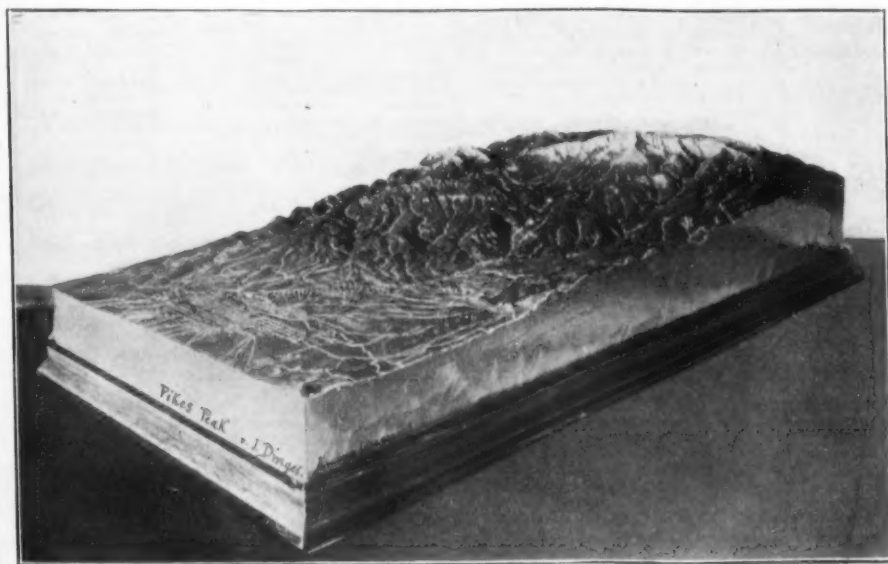
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Principles of Secondary Education. By Charles De Garmo, Cornell University. 207 pages, \$1 net. The Macmillan Co., New York.

Handbook of Penmanship. A manual of free-arm movement writing. 48 pages, twenty-five cents. The Macmillan Co., New York.

A Primer of Architectural Drawing. By Wm.

S. B. Dana. 154 pages. Wm. T. Comstock Co., New York.

Mind and Voice. By S. S. Curry. 446 pages. Boston Expression Co., Boston, Mass.

When America Became a Nation. By Tudor Jenks. 294 pages. Price, \$1.25. Thos. Y. Crowell & Co., New York.

The Science of Poetry and the Philosophy of Language. By Hudson Maxim. Octavo, cloth, \$2.50, net. Funk & Wagnalls Co., New York.

High School English. Book I. By A. R. Brubacher and Dorothy Snyder, Schenectady, N. Y. Cloth, 375 pages, \$1.00. Chas. E. Merrill Co., New York.

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Old Fashioned Fairy Tales. By Marion Foster Washburne. Cloth, 115 pages; \$0.45. Rand, McNally & Co., New York, Chicago.

The Wooster Juvenile Speaker. Compiled by Lizzie E. Wooster. 112 pages. Laird & Lee, Chicago.

Century Outlines for a Course in English Literature. Compiled by J. F. A. Pyre, Thomas Dickinson and Karl Young, University of Wisconsin. 135 pages. The Century Co., New York.

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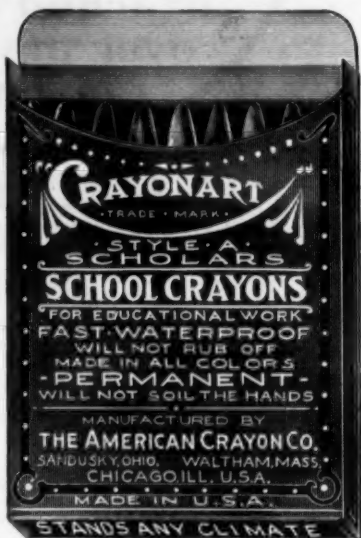
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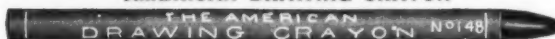
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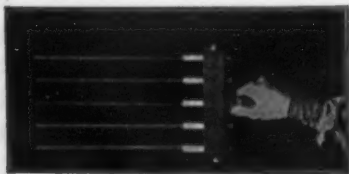
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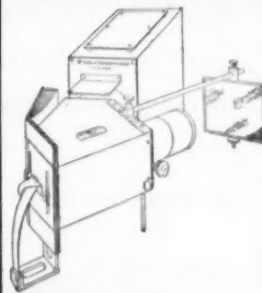
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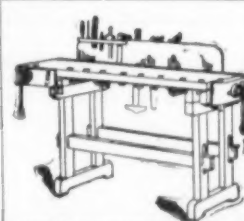
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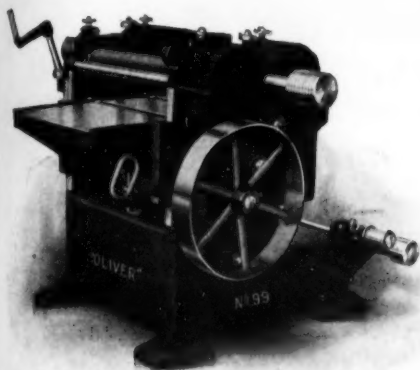


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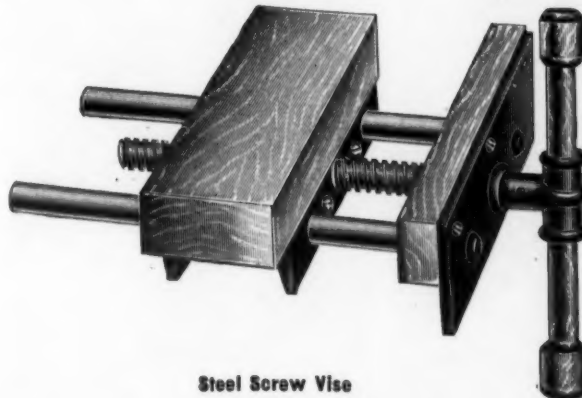
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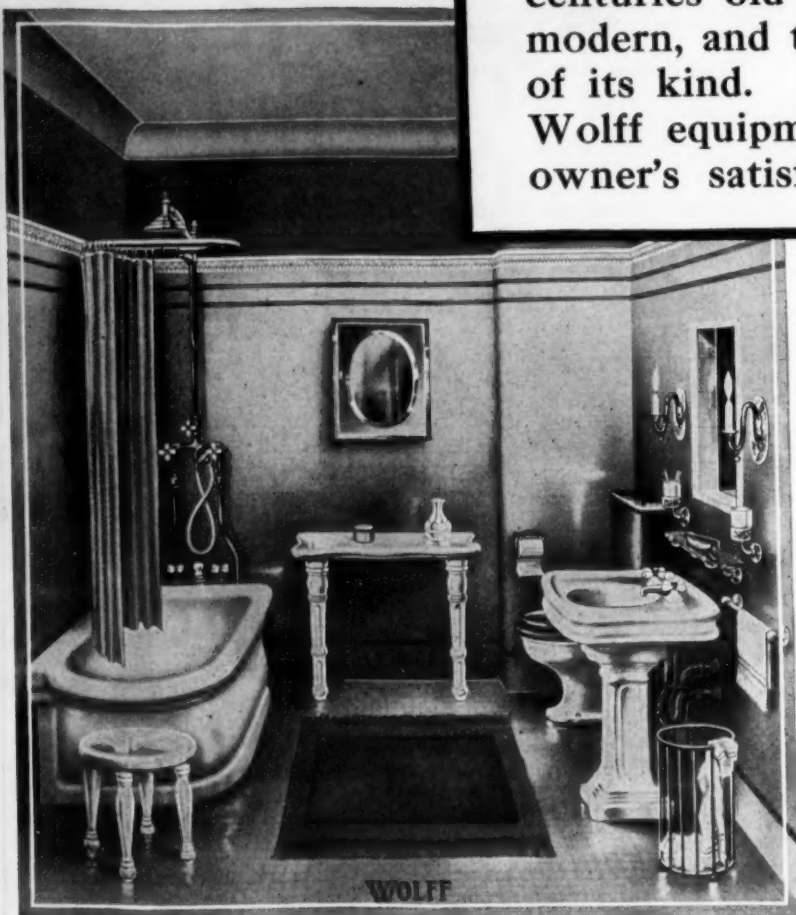
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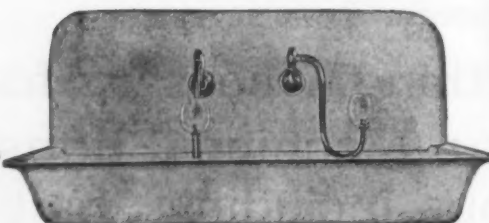
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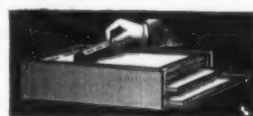
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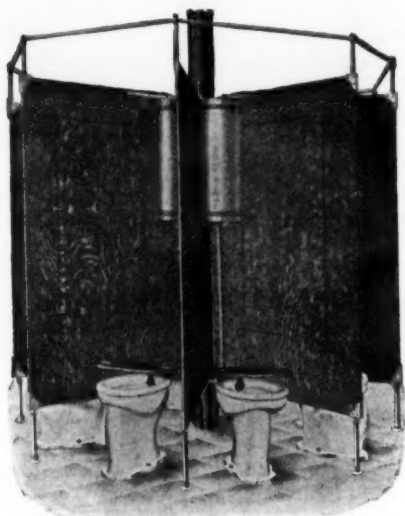
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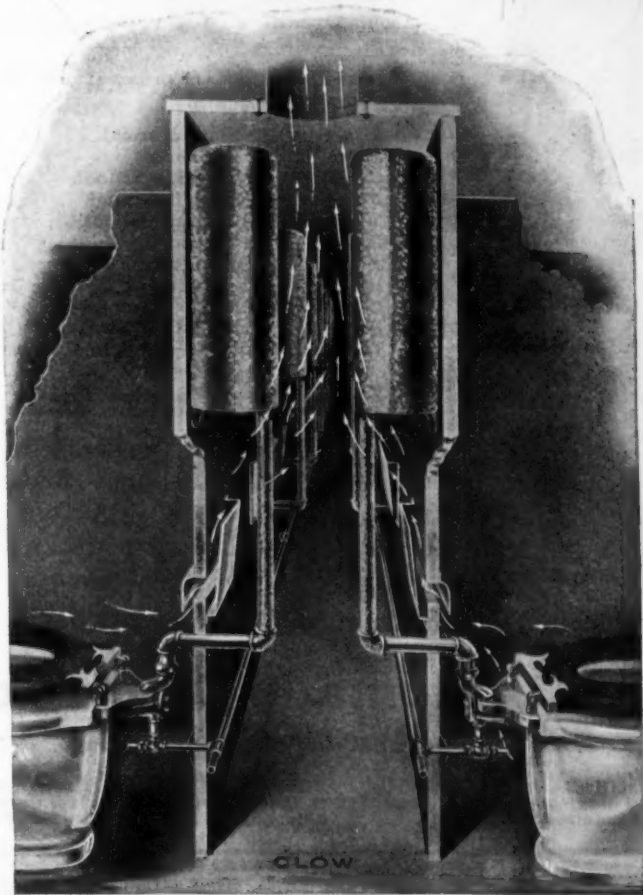
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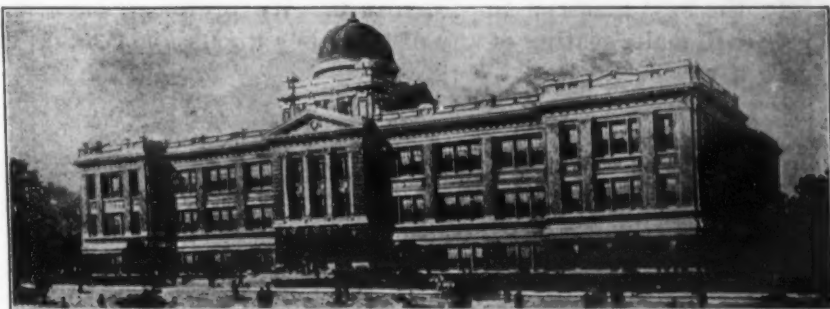
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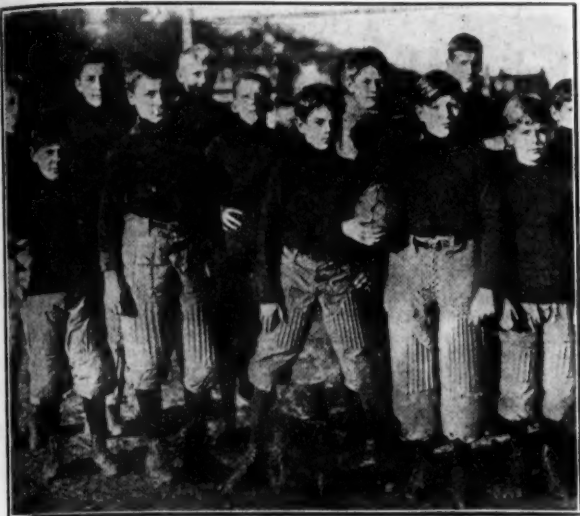
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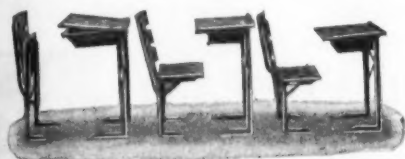
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PRINCIPLES OF CLASSIFICATION IN THE PORTLAND ELEMENTARY SCHOOLS.

By Supt. Frank Rigler.

In the earliest schools, teaching was addressed to individuals, not classes. Each pupil recited in his turn from his own book. It soon became clear to teachers that time might be saved by teaching a group of several pupils together. This was the beginning of classification, and out of this simple arrangement developed all the systems of classification now in existence. But while class teaching began as a matter of economy of time, it was soon found to possess other points of advantage over individual teaching. Its chief superiority is due to the fact that new ideas find different attachments in different minds, because of differences in antecedent experience. This causes a different point of view for each pupil in the class, hence the attrition and liveliness of a well conducted class recitation.

In the formation of classes in a modern school, several things must be considered, first among them the size of the class. It has been said by an innovator that one teacher may instruct a class of eighty or one hundred just as easily as a smaller number, because a presentation good for one is good for all within the sound of the teacher's voice. The fallacy of this view is apparent when we reflect that it is not only the teacher's duty to present her subject to a class, but also to note the effect of such presentation upon each individual in her presence. No teacher can perform this latter function if she has to address one hundred pupils. Those who can perform it with a class of forty pupils are comparatively few. Those who can notice the effect of teaching upon twenty are many times more numerous. Perhaps somewhere between fifteen and twenty-five is the ideal number to be engaged in any recitation, and this leads to the conclusion that in the modern elementary schoolroom there should be two classes, one of which is studying while the other is reciting. Besides having the right number engaged in recitation, an ideal classification would require that their attainments and their powers be exactly equal. It is not possible, of course, to obtain this ideal classification, but when instruction addressed to the class seems trivial to the top, or unintelligible to those at the bottom, the classification is bad and ought to be changed. Practical classification, in what are accounted good schools of the present day, lies somewhere between these two extremes. The fact that the classification is not ideal requires it to be supplemented by individual teaching. It is noticed by the alert teacher that the assignment, study, and recitation of a lesson have not produced the desired effect upon certain pupils of the class. Therefore, such efforts must be supplemented by individual work. While it has always been the practice in most schools to recognize this function of individual teaching, yet in some parts of the country, notably Batavia, New York, there has been, within the past decade, a revival of interest and emphasis upon this very important matter. Other things being equal, it is desirable that a class organization, when once formed, should remain fixed for a considerable period of time. The fact that only equality of attainments is considered when making up classes, tends to defeat this desirable end, for that part of the class having the greater

mental power draws rapidly away from the other part. So whether there be a formal division or not, there must be a practical division made by the teacher, by addressing one part of the instruction to the upper half of the class, and the other part to the lower half. In fact, I have heard teachers themselves classified as teachers of leaders and teachers of trailers, according to the proportion of the time that they devoted to the two groups into which an ordinary class tends to divide.

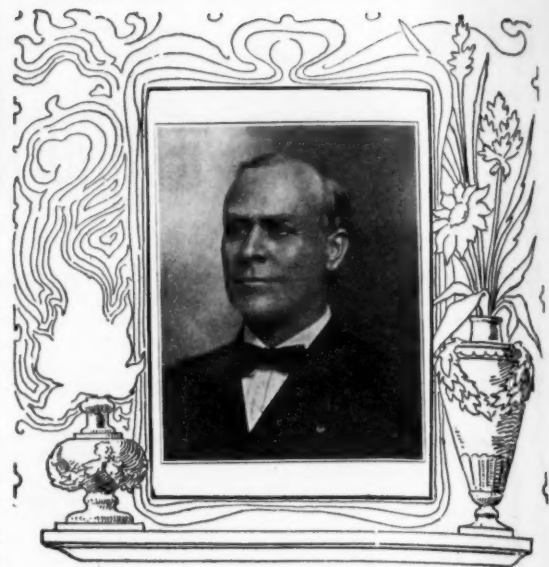
The system of classification which the above graph is intended to elucidate, prevents this distintegration of classes by taking into consideration power as well as attainment when classes are formed.

In the above diagram horizontal space represents the course of study, which, it will be seen, is divided into fifty-four parts, numbered continuously from one to fifty-four. Vertical space represents time, and is divided into terms of five months each, promotions taking place regularly at the end of each term. In the graph, three terms or one and one-half years are represented, constituting what we for convenience call a cycle. Classes are permitted to progress at whatever rate is found suitable to their powers. But the two standard rates are three parts per term for second divisions and four parts per term for first divisions.

The normal class interval at the beginning of a cycle is three parts of the course of study, measured not in time but in work. In large schools the class interval is often only two parts of the course. Sometimes in the lower classes only one part of the course.

At the beginning of each cycle, any group of pupils who have reached the same point in the course of study, is separated into a first and second division. The progress of such groups, both through time and through the course of study, is represented by the oblique lines of the graph. It will be seen that by the end of the first term, the first divisions will have passed over four parts of the course of study, and the second divisions over only three. By the end of the second term, the first divisions will have passed over eight parts of the course of study and the second divisions over only six. At the end of the third term the first division will have advanced twelve parts and the second divisions only nine. It will be seen now that each first division has overtaken the second division next above it. In the new cycle these two divisions are united and again divided. In this re-division, some of the pupils that did first-division work during the preceding cycle, are put into a second division, and some who did second-division work, are put into a first division.

While the normal cycle is a period of three terms, and while most of the overtaking and re-dividing is done at the end of these cycles, nevertheless in large schools where the interval between some of the classes is only two parts



HON. L. A. SWENDSON,
Topeka, Kans.
President of School Board.

of the course, the second divisions are overtaken in two terms. On the other hand, in smaller schools, the class interval is sometimes four parts of the course of study, and the cycle is extended to four terms. At the close of each term, occasionally during the course of a term, there is some overtaking and re-dividing to be done. I am of the opinion that in a thirty-room building, the class interval for the first ten rooms could be made one part, for the next fifteen rooms, two parts, and for the highest five rooms, three parts of the course.

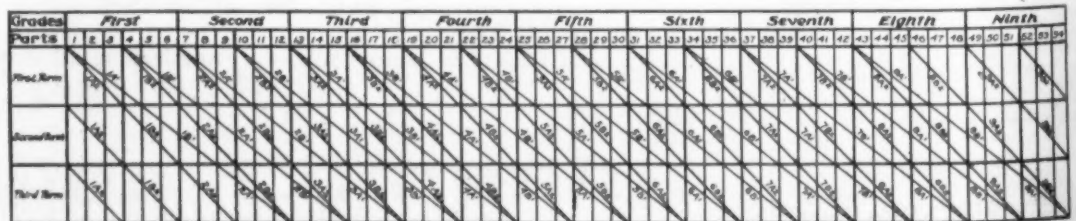
In every school-room there are two divisions progressing at different rates. Where the more advanced is a first division, the classes are said to be diverging, i. e., the interval between them is "increasing." Early in the cycle this is the condition in most schoolrooms, but in the third term of the cycle, we try, as far as possible, to have first divisions roomed with second divisions which are in advance of them. Such classes are said to be "converging," i. e., the interval between them is diminishing.

In the exigencies of rooming it is sometimes necessary to make up a "division" by taking the stronger members of a first division and classing them with the weaker ones of a second division who are one or one and one-half parts in advance of them. In such cases the division commences its work at the point already reached by its stronger members. The interval of one or one and one-half parts can thus be passed over very rapidly, being review for the weak ones and new work for very strong pupils.

Such emergency divisions, however, do not usually continue more than a term. By that time the strong pupils have outstripped the weak and they are then classed with the strongest members of the same second divisions whose weaker members they have just passed, their place being taken by the middle section of the same division.

An important feature of our system of classification is promotion by subjects instead of by "averages." A pupil may do "first" division work in one subject and "second" division work in another. Sometimes he will have to recite part of his work in one room and part in another.

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Graph illustrating the progress of classes in the Portland (Ore.) schools.

STANDARDIZING RESULTS OF TEACHING

By SUPT. ARTHUR F. HARMAN, Selma, Ala.

Considering the subject of standardizing results of teaching, I find myself confronting three central ideas or topics as follows:

I. Need of Standardizing Results of Teaching.

II. Difficulties of Standardizing Results of Teaching.

III. Some Means of Standardizing Results of Teaching.

In order to consider these ideas or topics intelligently it is necessary briefly to define terms. Results of teaching are of two classes, namely, (1) proximate results and (2) ultimate results. The meaning of these terms will be made clear as the discussion proceeds. Results of teaching are merely unattained ends of teaching. In other words, if the ends of teaching were perfectly attainable, then the terms, ends of teaching and results of teaching, might be perfectly interchangeable. Certain parts of this discussion will be based on the assumption that the ends of teaching and the results of teaching are, in a large measure, identical. Certain parts of this discussion will also be based on the assumption that the terms results of teaching and results of the school are to all intents and purposes identical. Certain parts will be based on the assumption that the tests used to determine to what extent the results or ends of teaching have been accomplished are themselves practically identical with these ends or results.

Using these definitions or explanations of terms, the subject, standardizing results of teaching expanded, reads, standardizing the proximate and the ultimate ends or results of teaching and the tests used to determine to what extent these results or ends have been accomplished. This expanded form I shall bear in mind in the further consideration of this subject.

Need of Standardizing Proximate Results.

Practically there is unanimity of opinion among school authorities as to the proximate ends or results of teaching. Consequently, they are, in the main, easily stated. However, all men engaged in the business of school administration must have experienced the need of standardizing them. This need arises, not from the inability of men to determine the proximate ends of teaching, but from the inability of men to determine the relative importance of these ends, the extent to which they should appear in the form of results, and the tests by which the results should be measured.

By way of illustration, let us note some of the tests which are at the same time results and ends of teaching—proximate, immediate results, of which every man engaged in the business of school administration has a thorough grasp. Every experienced school man appreciates the significance and the importance of pupils attending school faithfully and regularly. Faithful and regular attendance is, therefore, a proximate end of teaching which all school authorities may legitimately strive to attain, indeed, should strive to attain. And, all school authorities legitimately measure the efficiency of their schools by the standard of attendance, including such items as aggregate attendance, average attendance, percentage of attendance, average enrollment, tardiness and truancy. We may extend this illustration to a large number of such tests. Recognizing in good deportment an end as well as a means of teaching, school authorities are accustomed to measure results by the number of grave punishments imposed upon pupils from time to time. In like man-

ner, we may cite promotions, the number of pupils remaining in school from grade to grade, the ratio of the enrollment of pupils in the high school to the enrollment of pupils in the elementary schools, the ratio of the pupils enrolled to the persons of school age in the controlling city or district, the standings of pupils obtained on examinations, the classes in higher institutions to which pupils are admitted, and the occasional success of pupils in after life.

So far as the proximate ends of teaching are concerned every school authority knows that his schools are this year more efficient or less efficient than they have heretofore been. But who knows the relative importance of these ends? Who knows to what extent a given end shall be neglected that better results may be obtained in some other? Who knows whether or not his schools are accomplishing what they should accomplish? In considering these proximate results what allowance, if any, shall be made to the accessibility or the inaccessibility of schools? To what extent shall the density or the sparsity of the population be considered? What allowance, if any, shall be made for the occupations of the parents who patronize the schools? What sort of results should be obtained in the schools of larger cities as compared with the schools of smaller cities and towns?

Differences in Practice.

Now I am perfectly aware that these questions are trite. Yet they must serve to show our lack of intelligence in measuring the efficiency of schools. Those of us who are frank enough and honest enough must admit that we test the results of our teaching chiefly by means of comparisons. We are accustomed to striking averages from the results of schools or school systems working under widely varying conditions and to testing our own results thereby. We must be convinced of the unreliability of such comparisons. We must be convinced that they will continue unreliable so long as conditions vary in different communities, or certainly so long as approximately intelligent allowance is not made for these varying conditions.

Assuming that school systems are working under identical or practically identical conditions, comparisons of the work of the schools will not become significant until we have standardized the tests of efficiency. At present there is no unanimity of opinion as to the meaning of such simple terms as school age, truancy, tardiness, aggregate attendance, percentage of attendance. A few illustrations will serve to demonstrate the truth of this assertion. In one state persons between the ages of six and eighteen years are of school age; in another, minors over the age of seven years. In one school system the law determining who shall be entitled to the privileges of the public schools is strictly regarded; in another, it is very frequently not regarded. Manifestly, there cannot be intelligent comparison of the persons of school age enrolled in schools while such conditions as these obtain. In one city punctual attendance does not require attendance upon the opening or devotional exercises of the schools. In another city excused tardiness is not tardiness at all. In one city pupils who must remain out of school by reason of religious scruples, report to the principals, present their excuses, leave school, and are marked present for the day; in another city, they are marked absent and excused. In one city holidays are counted days taught and in making reports for weeks in, which holidays

occur the "best day" of the week is duplicated for each holiday. I mention these simple facts merely to show that we cannot, under present conditions, make intelligent comparisons of the results of teaching in different communities or schools. Consideration of these simple facts convinces me that there is need of standardizing the results of teaching, including the tests by which we are accustomed to measure the extent to which these results have been obtained.

Ultimate Results.

These proximate results, which we have just been considering, are hardly more than incidents in the work of the school. Ultimately the school should obtain indefinitely higher results.

To state these higher, ultimate results which the school should strive for, is not an easy task. Earnestly and diligently though men have applied themselves to the task, it is at present not completed. Every man knows in his heart the results which the school should obtain. Yet, no man has stated them in terms acceptable to other men. We know, in a way, that the history of all living things is a struggle for existence. We know, in a way, that the struggle for human existence is a struggle for human happiness. We know, in a way, that the ultimate end of the school is to maintain and increase the sum total of happiness by perpetuating the family, the state, and the intermediate forms of society. But the problem is to express the ultimate results of teaching in such tangible terms as will enable teachers to work towards them with reasonable intelligence.

One needs to make only the most superficial study of school architecture, of the program of studies, of discipline and methods of teaching, in order to become convinced at least of the inability of men to state the ultimate results of teaching in tangible, comprehensive, constant terms. Such a study is sure to demonstrate the variableness of educational ideals and the uncertainty of men as to the results of the schools that may reasonably be regarded as fixed.

When it is remembered that the work of the schools is to be done, at least for a generation to come, by men and women of not more than average intellectual development and professional training, we cannot overlook the importance of arriving speedily at some definite conclusion as to the ultimate results of teaching. Men and women actively engaged in the schools—those who are on the firing lines—have not the ability nor the inclination, nor the time to work out such problems as this. Much good work is being done in the schools, but who will deny that it is being done haphazard? It is this haphazard work by teachers everywhere that creates the need of well-defined, standardized results of teaching. The rapid and uninterrupted changes in human institutions and social needs make impossible a fixed educational ideal, but there will continue to be a needless waste of energy in teaching until we have established some sort of fundamental constant toward which all teachers may work. Consideration of such facts as these leads me to the conclusion that there is need of standardizing the ultimate results of teaching.

Difficulties of Standardizing Results.

Within the compass of such a paper as this it is hardly possible to do more than state briefly the difficulties to be overcome before the results of teaching can be standardized.

Of these difficulties we must note the varying needs of the people. Before we can make much headway in standardizing the results of teaching we must perform the difficult feat of reducing to common terms the needs of all the people. Under present conditions rural and urban schools have entirely different results. The people of the hills have problems to solve by educational processes entirely different from the problems of the people of the plains. Food problems, health problems, and a score of others create peculiar educational needs wherever they arise.

We must note, too, the difficulty created by the varying amounts of money spent for education by different communities or states. It is not too much to say that the results of teaching should vary directly with per capita expenditures for schools. This is a difficulty that operates in two directions. Either we should standardize the results of teaching and determine with something like approximate accuracy the per capita amount of money necessary to accomplish these results or we should determine what amount of money per capita can be raised for educational purposes under approximately average conditions and standardize the results of teaching accordingly. Under present conditions the profession of teaching is necessarily and unfortunately itinerant. It cannot be denied that this is largely due to the difference in the financial support given to the schools of different communities, and it will be readily granted that the profession will become less and less itinerant as uniformity in per capita expenditures for schools is more and more closely approached—a fact which complicates the problem before us.

We must note, also, the varying ideas and opinions of school men in authority, as well as of educational theorists, and the absence of any considerable body of commonly accepted educational principles. Education as a science at present exploits many theories but few principles. Until we have something like a respectable science of education we need not expect harmony of opinion among practitioners as to the results of teaching. I think we may illustrate this fact by manual training as at present taught in the elementary and secondary schools. There is yet a lack of unanimity of opinion as to the content and extent of manual training as a subject of study. Schools and school authorities are introducing the subject without any definite or fixed ideas of what is to be accomplished thereby. It is irregularly and incidentally taught, rather to catch popular approval or in the spirit of making a showing, than to fill any definite gap in the educational scheme. In other words, standardizing results of teaching, so far as the subjects of study go, depends upon the solution of the difficult problem of the educational value of studies.

Other Obstacles.

Inefficient supervision is a difficulty in the way of standardizing the results of teaching. Those of us who are honest will include here supervision all along the line. We can look down the line and wonder why the state wastes its funds upon the disbursing agent who calls himself the county superintendent of education of his county. We can look up the line and wonder what the state superintendent would find to do if there were no conferences to attend, no statistics to collect and compile, no funds to apportion, no campaigns to conduct. If we will, we can stop at our own places in the line and find men who are at best doing little more than groping. If there were no hustling to hold our jobs, no aimless visiting to do, no new systems of bookkeeping to install, no new teachers to employ, no parents with grievances to present, no new buildings to go up under our

direction, we should find ourselves face to face with educational problems which we have not been trained to solve either by education or by experience. So I repeat that inefficient supervision is a difficulty to overcome when we attempt to standardize the results of teaching.

No enumeration of the difficulties of standardizing the results of teaching is complete which fails to include narrow-minded and political boards of education. Modern, progressive and efficient superintendents too frequently have gone down before such boards. The board member with a political axe to grind sees no virtue in forward movements that do not meet with popular favor or catch the approving ear of some political patron. No matter how necessary it may be to the solution of some important problem, the member with a political axe to grind will not, if he can prevent it, permit the removal of inefficient teachers. The member who catches from manual training no visions except those of the carpenter shop, cannot be expected to grasp and master the larger problems of education. So the problem of standardizing the results of teaching is the problem of securing everywhere broad-minded, patriotic school boards.

Finally, educational authorities may plan ever so honestly and intelligently and their planning will come to naught unless teachers will execute instructions intelligently and honestly. Ultimately, therefore, standardizing the results of teaching will depend largely upon the teachers themselves. Every experienced supervisor knows to what extent the demonstration of an educational principle or the success of an educational policy depends upon the enthusiasm, energy and intelligence of the teachers to whom is entrusted its demonstration or execution. The difficulty of standardizing the results of teaching is therefore the need of trained, intelligent, professional teachers.

Some Means of Standardizing Results.

If the problem of standardizing the results of teaching is ever solved, it will have to be done by gradual and slow process, a great part of which will include effective legislation. The argument is commonly heard nowadays that people cannot be made good by legislation. It may be true that laws do not make us essentially good; but it cannot be denied that laws which affect our purses also affect our conduct. I am trying to bring out here the point that legislation having for its purpose standardizing the results of teaching, in order to be effective, will need to affect the certification, employment and remuneration of those who teach.

Just here I have no well-defined ideas or plans to present; but it would appear highly desirable to have some central authority, as the Bureau of Education at Washington, in co-operation, perhaps, with the Councils of Education

of such bodies as the Southern Educational Association and the National Education Association, to devise a table of standardized proximate results of teaching, providing, as far as possible, against extraordinary and peculiar local conditions. It would also appear desirable to have this central authority devise standards for testing the proximate results of teaching. To become of any value, work of this sort would, of course, have to be followed by concert of action among the several states. It would seem perfectly feasible to obtain in the states uniform laws governing education, just as feasible as to obtain uniform laws governing marriage and divorce and certainly more imperative.

Such laws to become effective to the highest degree, would need to be interpreted and executed intelligently, honestly and uniformly. To this end I have just hinted at the significant examination of teachers in the subject of school law, at the advisability of a schedule of salaries based on the grades and character of the certificates held by teachers, and at provisions for cancelling the certificates and annulling the contracts of teachers who ignorantly or willfully violate the laws.

Extension of the Bureau of Education.

We do not have to carry this idea very far in order to reach the question of the advisability and the desirability of a department of education at Washington with supervisory powers extending to the educational systems of the several states. Even the most conservative of us will grant that more extended powers and larger appropriations for the bureau are imperative. The activities of the present Commissioner of Education are a splendid earnest of what we might reasonably expect of a powerful department with ample funds at its disposal. There is no way of estimating the extent to which the department might assist in the solution of the educational problems that are sure to arise from time to time.

We have already noted the lack of a considerable and respectable body of educational principles commonly accepted by practitioners. We must now note the necessity of building up such a body of principles as a preliminary to standardizing the ultimate results of teaching. The desirability of doing such work through a national department of education with increased funds and increased powers, will be readily conceded. The congress of the United States could afford to make appropriations and provide for an educational commission to consider this among a number of educational problems that bid fair to remain unsolved under present conditions. While we are having Country Life Commissions and Monetary Commissions, and so on, why not have an Educational Commission to consider and report upon the educational needs of the country? Such a commission, representing all sections of the country and all phases of education, might provide plans for the compilation, under authority, of commonly accepted educational principles and a statement of the consequent ultimate ends of teaching in terms comprehensible by teachers of average ability. In the absence of more effective means of standardizing the results of teaching, especially the ultimate results, some headway might be made by the Councils of Education of the important Educational Associations of the country. A committee of the National Education Association, working downward through this and similar associations, and through the associations of the several states, should certainly accomplish enough good to justify the necessary expenditure of time and labor.

Records as Tests.

Examinations are about the only evidence of the thoroughness of the work of the schools for

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TEACHING LOCAL PATRIOTISM

CIVIC ALLEGIANCE

"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice.

"We will fight for the ideals and sacred things of the city, both alone and with many.

"We will revere and obey the city's laws and do our best to incite a like respect and reverence in those above us who are prone to annul or set them at naught.

"We will strive unceasingly to quicken the public's sense of civic duty.

"In all these ways, we will strive to transmit this city not only not less, but greater, better and more beautiful than it was transmitted to us."

NOTE:—This, with a few minor changes, is alleged to have been suggested from the records of ancient Athens and to be the motto of civic allegiance taken by the Athenian youth, probably about 500 or 400 years B. C.

A placard bearing the above wording has been placed in every classroom in Newark, O., by Mr. Frank L. Beggs, a member of the Board of Education.

VOCATIONAL EDUCATION

By PROF. J. C. MONAGHAN, New York City

Is it true as Rev. W. W. Hubbard says, "that the criminal boy, sent to some one of our reformatories, has a better chance of becoming a skilled workman and earning larger wages than has the average boy, who is not a criminal in our public schools?"

Is it true as Judge Lindsay of the Denver, Colorado, Juvenile Court says, "a change in our educational system, where our boys would be fitted more directly for industrial efficiency, would do more to reduce crime in this country than could or would all the juvenile courts we could establish?"

Is what Judge Brown of Salt Lake City says true, viz: "Industrial education would weaken the forces that now make for crimes and misdemeanors, among boys who have had no home training and no adequate preparation for life." He says he favors this kind of education. "I believe in it with all my heart. The day is coming when every well organized city school board will have a trade school under its educational system."

Mr. J. E. Weyler, warden of the Maryland penitentiary, says, "the want of a trade prompts crime." Of course it does. The record of recent years has demonstrated that fact beyond the peradventure of a doubt.

J. J. Fallon, of Blackwell's Island penitentiary, says: "That the lack of a trade is a potent and permanent cause of crime is borne out by all close observers of penology."

Warden M. F. Kincaid, of the Walla Walla, Wash., penitentiary, says, "a lack of knowledge of some trade or profession is the prime cause of the hordes of roving, improvident and reckless men with whom our police authorities have to contend," and he adds: "Here in the west, above all other places, are mostly needed laws for compulsory industrial education."

W. H. Haskell, warden of the Lansing, Kans., penitentiary, says: "A large percentage of those who are received in this prison, and, I think, in every prison, are those with meagre education and few with any skilled trade or occupation; and while the state is spending large sums of money annually on the different educational institutions, many of which furnish technical training to those who attend, the prison population has been, and is, sadly neglected. If the young men who go to any prison could be taught some trade while there, so their services would be in demand when they go out, it would be a great benefit to them, and I believe money well spent by the state. If a young man finds it easier and better for him to be a skilled workman or mechanic than a tramp, be honest and ambitious, I think the principal steps have been taken in his reformation."

According to the statistics gathered by the Salvation Army, in London, Eng., in 1907, of 1125 hopeless cases from the middle classes of English men and women, applicants for consolation and advice, "most of them had had a superior education which rather unfitted than qualified them for work within their reach." This is the lamentable record that reaches the writers on sociology from all parts of the world.

Mr. Anthony Ittner of St. Louis, president of the Ittner Brick Co., says, confirming my own experience and observation, that "foreign born mechanics constitute the major part of our skilled workers, while the American boy is growing up in ignorance of the skilled trades for the want of facilities through manual training and trade schools. And the situation is made still worse by the general limitation, and

in some cases, outright proscription of apprenticeship by labor unions."

What is to be Done.

In the face of the foregoing, what is to be done? First and foremost, we should get a good, clear cut, and well defined idea about what is meant by education. Most men and women agree that it is, and ought to be, a preparation for life and death.

The present system is on a false and foolish foundation. It neither begins or ends as it should begin and end. It begins with a belief that every boy and girl is going to high school and college, or to the university, when as a matter of fact, not more than one in a hundred and thirty ever go through college, and only one in thirty or forty to high school. Less than 25 per cent of those who enter the elementary schools, go through the eighth grade. The rest drop out in the fifth, sixth and seventh grades and go to work. The reason for that is the child's fondness for work, his desire to do things. I have little sympathy with boys and girls who have to work, and less respect for agitators who teach them to be discontented. This is not intended as a dig at or a disparagement of the work of the men and women who want children and women to work fewer hours and at less laborious tasks. I am in favor of better labor laws than we have now and I favor far better conditions for child labor. But I am not blind to the sentiment of many who try to make a curse out of what in many cases is a blessing. Nobody is so well aware that work wins in life as is the man who had to go to work early. If we pass laws restricting child labor, numbering the hours in which they may labor, we should look to it that they are not so iron-clad as to lead to injury rather than to the uplift of the little ones. I wouldn't take an hour of all his hardships out of Lincoln's life. It was his work as a boy and young man, that built the basis of the big man we all love.

What Kind of Education is Needed Now.

Because we have grown rich, it is assumed that all is well. Some are silly enough to say that our system of education, measured by our material success has beaten all others. This is confusion worse confounded. It is ignorance, pure, simple and culpable. Our remarkable resources are responsible for a large, very large part of our riches. Men sometimes say: "We are far ahead of others without industrial schools, why worry about them or the work of others. Germany with them is not so far in advance with us—etc., etc." It is not what Germany is with them, but what she would be today had she not had them; not what we are without them, but what or where we would be today had we had them. We are going to have them. No power on earth is going to push back the movement towards them. Boys and girls who go now to work, from the fifth, sixth, seventh and eighth grades, should have a school into which to go for a training, a specific training in some specific line of life's work, a trade or vocational school. It should be open to boys and girls at a comparatively early age. I am uncertain as to the best age. Some boys might begin in their tenth year, others later. Much depends upon the boy's home life and training.

Just how far the vocational school should be made to meet local needs is a hard problem to solve. In Germany, France and other countries it aims to do so; but in those old countries class lines are pretty closely drawn. Of course, generally speaking, it will be best to localize the schools in accordance with local

industries, at least in the beginning. Hence, the need of a careful and fairly complete study of local industries should be made. This should cover the character of the industries, the amount of money invested, number of persons employed therein, their relations to the life of the city, state, nation, mankind—but above all to the character of the employment, whether it is one that calls or does not call for carefully trained or skilled labor. Having done all this, one is hardly half way towards the solution of the problem—will it be best to have the co-operative or Cincinnati plan? A plan in which half of the time of the students is spent in school, and half in the shop, a class being cut in two, efforts alternating between actual work and study, learning in the school what it would be hard and would take a long time to get in the shop; and getting nothing in the school that can be easily obtained in the shop. The tenderest point has not been touched. Shall this kind of education be compulsory? If not, will not the students leave school poorly equipped, or only partly equipped after the first, second or third year? Schools of this kind have hard work to hold their boys and girls, because of flattering offers made to them by manufacturers. This has been the history, thus far, of practically all schools that do not rigidly adhere to the rule of refusing any and every kind of a certificate of work done. Even when they do refuse them, they do not succeed in holding the students for the full course. A way must be found by which the boys and girls will be bound to serve the full number of years assigned to a course.

How Introduce Industrial Education?

On all sides the question is being asked—Do we need industrial or vocational schools? If the answer is "yes," the next question is—Should they be part of the public school system? If "yes" again, the next question is—How to proceed to engraft them upon the present public school system? If adopted, how shall they be adapted, made to fit into the present system? What form is best suited to us? How far and how fast shall we proceed? All these questions are pertinent.

The aims of all education include, or should include, character. The work of the schools and teachers is, or should be, to turn out men and women willing and able to work, not merely working men and working women, mere machines. We would win the nation's if not the world's contempt if we were to set up a system of education that would end in the establishment of classes based upon vocational education. The basis of education even for boys and girls who are to go into a trade or vocational school should be broad, broad as is the education of the boys and girls who are to go to college; it should give the workman an historical insight into his trade, and a large, broad, deep knowledge of its industrial or economic value in the world's work. If manual training is to go to the elementary schools, for boys who are to go to high schools and colleges, it should go into the elementary schools attended by the boys who are to go into the vocational schools. If it is good for the one it is good for the other. It is good for both. There are those who look upon manual training as a fad; upon drawing as a fad. All I can say to such men and women, is: If ever studies justified their introductions into our educational system, drawing and manual training are sure to do so. If men and women are to be anything more or better than

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A PRACTICAL SUGGESTION ON THE PURCHASE OF SCHOOL EQUIPMENT.

There is little doubt that the methods at present largely in vogue as regards the purchase of school equipment are not only very unsatisfactory to school boards but to the manufacturers as well. Many school boards, including even large cities, still continue to buy in the old happy-go-lucky way. They will simply state that at such and such a meeting bids will be received and samples inspected. The bidders, unless they have spent lots of time (which means expense) to learn the sentiment of the officials connected with the board, usually attend this meeting in almost total ignorance of what the board wants. Consequently, an intending bidder often feels it necessary to go to considerable expense in the preparation and submission of numerous samples to cover all the different types on the market.

This is entirely unnecessary, for the board should know in advance what it wants and give this information out in tangible shape, so that bidders may quote intelligently and without waste of time and money. Another thing, there is nothing in this procedure to prevent an unreliable bidder from submitting samples which have been fixed up specially for the occasion, and such samples may look even better than those offered by another thoroughly reliable competitor. How many boards have thus bought from unreliable parties, who have then quickly removed their samples, and shipped goods which upon arrival have been found to be of very inferior quality.

There is a way whereby school boards can get good equipment at lowest prices consistent with quality. And really, quality first, last and all the time, is the most important thing. Poor goods are dear at any price. It is by making proper specifications. Such specifications should demand that the goods be of a known and high grade make. They should state clearly the type of furniture wanted, the kind of wood, the time and place of delivery and the quantities. By insisting that samples of the biggest items (such as pupils' desks) be sent previous to the bidding time, the board is given an opportunity to judge whether or not such samples meet requirements, and, by keeping in its possession the samples upon which awards have been made, the board is pretty well insured that the purchased goods will themselves be up to par. Another thing, as all school furniture factories retail their product by purchasing from the factory direct, the board will save commissions which otherwise would go to the middle man.

A blank form of specification sheet is given below, which school boards could adopt, as a standard, to their advantage. This covers pupils' desks only, but it can be modified and used for other articles. The use of this specification sheet should be welcomed alike by all honest buyers and sellers. It absolutely tends to overcome favoritism, and to throw the business to the lowest responsible bidder.

Some few boards have already begun the practice of making complete specification sheets upon different articles, such as pupils' desks, auditorium chairs, teachers' desks, blackboards, etc., arranging them in loose leaf form. These are kept on file so that a prospective bidder may look them over at any time. Loose sheets are sometimes also kept in reserve to hand out to intending bidders. This is a most excellent system for any board to adopt.

In connection with specifications and bidding, a formal notice should, of course, be issued. A suitable blank form for such call is also given below. The insistence of a certified check with each bid is the practice of all public boards

nowadays, and it is an excellent safeguard against unreliable bidders.

Standard Form of Specifications for Buyers of Pupils' Desks.

Bidders and make. The bidders submitting estimates must be known to be actually engaged in the manufacture of the goods they propose to furnish, and no bid will be considered which does not cover goods of well known and high grade make, in other words, goods which are known to be standard.

Samples. Specimens must be submitted not less than two days before the date set for receiving proposals, and the buyer shall determine whether or not such specimens meet the requirements. The successful bidder must leave the specimen upon which award has been made until completion and acceptance of goods on contract, and the goods contracted for must be in keeping with said specimen.

Style. The desks are to be of the (mention whether combination, adjustable, combination-stationary, or chair desk) style, with (mention whether with open or closed box, with lifting lid).

Wood and Finish. The woodwork to be of well seasoned and selected (mention kind of wood, cherry, oak or what), properly filled, shellacked and then varnished, all finishing material to be of an acceptable standard make. The last coat to be (state whether left in the gloss or rubbed).

Irons and Finish. The ironwork to be made of the best quality of metal, of such shape and weight as to insure stiffness and rigidity, and be finished in black japan baked on.

Fastening of Woods to Irons. The woods are to be fastened to the irons in a manner which will insure stability and permanency.

Inkwell. An inkwell of standard make is to be placed and properly secured in each desk, except those for primary grades.

Delivery. Estimates must include delivery and placing of the desks upon the floor of the school ready for use, within sixty days after notice or signing of contract.

Quantities. There will probably be about (mention how many) required, but the buyer reserves the right to increase or decrease this number to the extent of 25 per cent.

Prices. The price must be per unit, and not lumped.

Standard Form of Advertisements Calling for Bids.

Proposals.

Bids for furniture will be received by the board of education of (name place), (name day, date and hour). Each bid must be accompanied by a certified check payable to the board, for a sum equalling ten per cent of the amount of bid, which check of a successful bidder will be confiscable to the board, should he fail to enter into formal contract within ten days after notice of award. Checks of unsuccessful bidders will be promptly returned. For further particulars and specifications call upon or communicate with (name and title of proper official and his address).

RULES.

Minneapolis, Minn. The school board has adopted new rules governing the discharge and employ of teachers. They read:

Sec. 53. Any teacher may be discharged by the board or suspended by the superintendent for improper conduct, unfaithfulness to duty, disregard of Section 64, or the want of that success necessary in the progress of a school.

In all cases the board shall be the final judge as to the sufficiency of the grounds for such action. During the first semester, a new appointee shall be regarded as on probation, and if there is not in that time a reasonable degree of success the term of employment may be cancelled.

Sec. 54. Teachers shall be appointed only for the current school year, except that all teachers having taught five years in the schools of Minneapolis shall continue in the service except for any of the reasons mentioned in Section 53.

Promotion or increase of salary will be solely on the ground of merit. Section 64 referred to requires that all teachers pay their just debts. The adoption of these rules follows a long controversy and litigation, resulting from the discharge of a teacher.

A further revision of rules fixing the power of the superintendent to recommend the re-appointment or dropping of teachers makes it possible for an appeal to the board.

Boston, Mass. The school committee has recently adopted a new rule by which teachers may qualify for high school positions by possession of the college degree of associate of arts, instead of bachelor of arts, as heretofore.

The rule requiring that every teacher in the high schools be an A. B. precluded all chance of promotion for practically all teachers in the elementary grades to the better paying high school positions. The degree of A. A. may be obtained by attending summer or evening courses. Harvard, Boston University, Tufts, Radcliffe and Boston College have decided to grant the new degree.

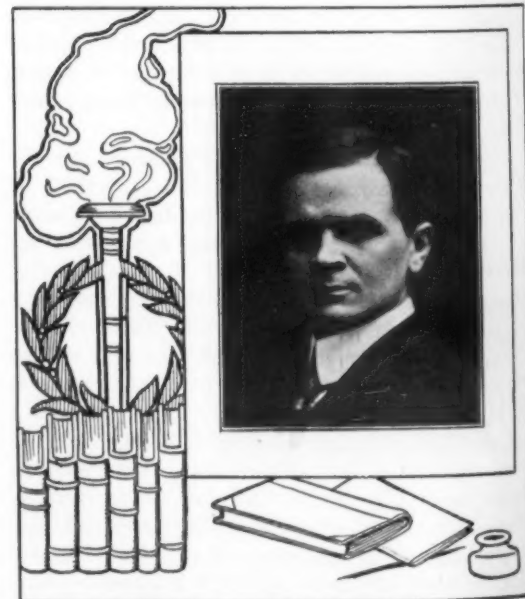
New York City, N. Y. A recent rule of the board of superintendents requires "that during the time set apart for class work no entries or records shall be made which can, with equal advantage, be written outside of school hours."

Crawfordsville, Ind. The school board has adopted a rule calculated to improve teachers in the service. It is to the effect that no teacher having one year's experience as a regularly licensed instructor in the grades will be employed unless she has a license good for two years.

St. Louis, Mo. The school board has adopted a rule that employes of the schools must resign if they become candidates for political office.

Wellston, O. A new rule of the school board prohibits teachers from receiving gifts from "any pupil or pupils, jointly or separately."

Everett, Mass. A new rule of the school committee forbids teachers to accept children who have not reached the age of six years.



HON. OTIS E. GULLEY,
Danville, Ind.
President of School Board.

PROBLEMS OF ADMINISTRATION

By BURTON H. ALBEE, Member Board of Education, Hackensack, N. J.

Conscientious members of boards of education speedily discover that their paths are by no means rose strewn. They have first the objections raised by their fellow members to overcome when advocating any measure of importance, and next they must overcome the inertia of the people. Often enough the difficulties are greater in the board itself than they are outside. Conservatism, based frequently upon misunderstanding, or failure to comprehend the necessity of a certain move, or a downright desire to block the progress which a member may suggest, are responsible for much of the failure of boards to go forward as rapidly as they should.

If one were asked to explain why these difficulties occur one could scarcely answer accurately, though perhaps a general statement will, in a measure, cover all the conditions. Comparatively few members of boards of education take the trouble to investigate educational questions and problems for themselves. They scarcely ever read anything excepting the newspapers, and they are notoriously inaccurate in their statements. Or what they say is swayed by political or other reasons, so that they cannot be relied upon. And where politics is a consideration the long prehensile fingers of that black monster are constantly reaching out and grasping everything within reach. It requires something more than a superficial knowledge of the educational world, such, for instance, as is obtained from the average newspaper and politician, to successfully administer the affairs of any school district, without reference to its size.

Men who are intelligent and who adopt modern methods in the administration of their own affairs, will often be the most inert and most difficult to interest in a movement that will benefit the educational world over which they are temporarily set. Much of this is due wholly to ignorance of the real issues involved. More, perhaps, is due to indifference and some, at least, is due to the oft expressed sentiment that the schools are better than when they went to school, consequently, what's the use of attempting to make them any better? Why try to improve them to meet the needs of modern life? Why give the pupils any better education than their fathers had? Why try to keep up with the procession at all? It is one of the peculiar exhibitions of ignorance often seen in otherwise intelligent and progressive men.

Often has it been noted that a leading business man has been elected to a board of education, under the impression that he would carry the same degree of ability into the work of the board that he exhibited in his own business. But the people have been woefully disappointed. Instead of acting as a progressive he assumed quite the opposite attitude and the educational interests of the community suffered proportionately. Something more than mere business ability is required. Perhaps it isn't easy to define just what is needed, but if one has a genuine interest in the schools, if one wants to see progress along modern lines in educational work, and above all if one is informed upon present educational progress he will likely make a good member of a board. Otherwise he is quite likely to fall below the expectations of the people who place him there and the schools will suffer because of his presence.

It is not easy to secure such men. They are scarce, yet there are enough in each community to maintain the standard of the schools and to administer the affairs of the districts in the

best way. If a little more care were exerted in selecting candidates, if the people were disposed to look into their qualifications as they would into the qualifications of an applicant for employment in their own business, the troubles which arise from indifference or ignorance would be greatly reduced. Possibly they might be removed altogether. This all depends upon circumstances; but it can be laid down as a safe proposition that improvement would be sufficient to justify all the extra effort a movement of this kind would cost.

Another difficulty that arises as soon as a board is organized is the feeling on the part of the members that they must obtain all they possibly can for their own portions of the town or city, leaving the others to do the same. Sometimes this attitude results in a substantial deadlock which prevents necessary improvements in any part of the town. The members will not vote unless they can be certain that their own wards, or other divisions, will be similarly favored, which frequently is quite impossible at the time. Money is not always forthcoming as readily as members would like to see and this is, in a way, a serious bar to all progress. Yet, if there is a disposition among the members of a board to concede something to other portions of the town or city, awaiting their own turn without attempting to force too much upon the board or the people at one time, eventually all wards, or other divisions, will obtain their due share and progress will mark the administration of school affairs.

Men elected to boards should be large enough to look at the town or city as a whole, not confine their viewpoint to one little division, the one in which they may for the moment happen to be especially interested. The broad view is the correct one. The outlook over the entire city and town, accompanied by a thorough knowledge of conditions which actually exist, should precede all action for improvement or additions to the plant. It clearly isn't enough that a member be acquainted with his own ward. He must be equally acquainted with the other wards, then he will know what is needed in all the schools and how the funds at the disposal of the board can be best expended. This knowledge requires time to obtain, but it is the only correct basis upon which to do business. The affairs of any school district administered upon this basis will be well administered and progress will mark the efforts of the board to improve the educational facilities of their communities.

Administration cannot be conducted upon a narrow basis. Even the old fashioned school districts required a broad view of the situation, otherwise a deficiency would occur in some way. Often the committee man, as he was called in the old days, was a man devoid of experience in educational work, but his pride in his own district, and his thorough appreciation of the value of education as a preparation for the practical work of life, made him an able administrator and many of the difficulties which now beset boards were unknown. Perhaps it is no wonder that those who knew about the administration of educational affairs in those days sometimes sigh for their simplicity when they contrast them with the complicated troubles which confront school administration now. Sometimes, however, the difficulties which seem so serious are partly, at least, imaginary and if the board itself would be emphatic in its action they would flee away and the way would be clear for progressive and decisive action.

Among the problems which arise probably none is more difficult and certainly none has a more intimate bearing upon the success of the schools than the hiring of teachers. Perhaps this should be modified a trifle by saying that the keeping of teachers has more influence upon the administration of the schools than almost anything else. A board may hire a teacher without knowing his or her qualifications. High standing in studies or even success in one place, are not sure guides to a teacher's qualifications. Changed environment will sometimes result in a change in results, and the teacher may not be altogether to blame. Temperament, training, previous surroundings, all these influences will be felt, and often the teacher herself is unable to overcome the handicap. It is the board's place to appreciate this and make such changes as are desirable in maintaining the efficiency of the staff. It isn't enough that a teacher be well qualified so far as learning is concerned. On the contrary, those who are weak in this department are sometimes strongest in teaching qualities. It is that the teacher have sympathy with her work and that she possess that altogether elusive and unexplainable quality which makes her popular with her pupils and at the same time have the faculty of imparting information, while at the same time drawing out the ability of her pupils, developing them as the work progresses from day to day. Educated men are not necessarily those most deeply learned in the books. They must know how to apply that knowledge, otherwise it is useless. The good teacher is the one who develops efficiency in use. When a board secures such a teacher it is safe to continue her indefinitely, regardless of other considerations. But it requires close attention to results on the part of the administrators to appreciate when this sort of work is being done. Unless they follow their work very closely they will not understand and the value of the administrative effort is greatly reduced.

Perhaps the chief difficulty with which the schools are forced by the nature of circumstances to contend is what may be termed the indifference of the members of the board. And yet possibly this is too harsh a term to use. It may be that they are not to blame for appearing indifferent. The right kind of work is hard for the average business man to perform, to say nothing of expecting it from those who are in reality only politicians. They undoubtedly in a majority of instances do the best they can. If, then, this view of the situation is accepted as the fact, it behooves the members of the board to seek the election of suitable associates in the place of those whose terms expire. It may be said, and truthfully, perhaps, that this will be bringing politics into the board, but under some circumstances the exertion of a little political pull would be beneficial. The effort should be controlled, but it is legitimate in attempting to secure some improvement in the administrative body.

The experience of more than one town and city is that the members begin well, but they seldom hold out. Either the new and enthusiastic member finds it impossible to overcome the inertia of the other members of the board, or else he discovers shortly after his election that he cannot do as he thought he could. To stand outside and look in is entirely different from being inside and understanding thoroughly all the pitfalls which beset the path of the man who wants to do things, or to see things done.

(Concluded on Page 37)

THE AMERICAN School Board Journal

Title Reg. U. S. Pat. Off.

DEVOTED TO

School Boards, School Officials and Teachers

WM. GEO. BRUCE - Editor and Publisher
WM. C. BRUCE - Assistant Editor
FRANK M. BRUCE - Business Manager
W. J. LAKE - Eastern Representative

MILWAUKEE OFFICE - 129 Michigan Street
Entered as second class mail matter in the Postoffice at
Milwaukee, Wis.

NEW YORK OFFICE - 3 East 14th Street
CHICAGO OFFICE - 163 Randolph St.

ISSUED MONTHLY - SUBSCRIPTION, \$1.00 A YEAR

THE FALL OPENING OF SCHOOLS.

The fall opening of schools for the year 1910-11 was not remarkable for any one particular or striking educational fact or event. It was the normal opening of schools with the return of teachers and pupils, with the change or return of superintendents of schools, and the reawakened interest of school board members.

Of course, this is as it should be. If every fall opening of school were marked by some revolutionary or striking change, the best interests of the schools might not at all be conserved. The wheels of education, like the wheels of justice, grind slowly but surely, and it might be added, best while they are going slowly.

Nevertheless, there are a few striking facts about the present fall opening of schools which deserve a moment's thought and comment. To begin with, the physical conditions of schools were better than ever before. By physical conditions are meant school buildings, new and old. Never before in the history of this country have pupils been so uniformly accommodated in every state in the Union. In New York, Philadelphia, Boston, etc., the number of part time pupils has been reduced. In Chicago, even after a period of unrest in the building department, conditions are better. In the far west, buildings have been erected in large numbers, and while much is to be done, accommodations are passably good. In the south, with the exception of Oklahoma, building has been good though not unusual.

In like manner, buildings were in better shape this fall than ever before. School people are systematizing building departments, studying cleaning methods, wall renovating, window washing, etc., with good results. The greatest laxity is in the smaller school systems, which have not only not erected new buildings, but in which the old buildings simply remained locked for the summer. The erection of better buildings and the employment of the better class of schoolhouse architects will arouse greater interest in schoolhouse maintenance and will stimulate summer repair.

On the professional side there has been, of course, the usual demand for teachers. The demand this year has, however, been just a little different and in keeping with the trend of education generally. Never before has there been such a call for the high grade specialist. In manual training there is a most striking demand. Summer normal schools have improved teachers of English, the classics and mathematics so that the standard for high school teachers has been raised. The demand for good high school teachers was greater. Then again, science teachers and capable domestic science teachers were largely sought. The far west felt a famine for instructors, especially in Washington. The vacancies ought, however, be adjusted in a few months.

The press was kinder than ever before. In some cities the local newspaper began early in

August to print educational articles and prepare the public mind for the fall opening of schools. Most of this was, of course, supplied or at least inspired by the superintendents of schools. Many wide-awake superintendents secured publicity, although not all by any means availed themselves of their opportunities. Sooner or later the news service idea will become entrenched in the minds of school men and its value will be appreciated.

FIRE INSPECTION.

The coming of the cold season of the year with the attendant necessity of artificially warming school buildings calls to mind the need for adequate protection against the dangers of fire. For it is a fact that no sooner the cold weather arrives but the number of conflagrations in schools rises enormously. One needs but to follow the statistics of fire insurance underwriters to verify the truth of the statement.

The need of fireproof buildings has frequently been discussed in these columns and no sensible school man will doubt the necessity for the construction of all new schools along lines which makes them non-inflammable. School authorities also generally appreciate the necessity of emergency drills in which children are trained to leave their classrooms in an orderly, rapid manner.

But there is need for a further fire preventive which school authorities are apt to undervalue. It is systematic fire inspection of schools, to call attention to and correct possible causes of fires. The boards of underwriters in large cities regularly conduct such inspection of mercantile and manufacturing buildings and find them the best preventive measure yet devised.

In schools, naturally, there are but few causes of fires and these are readily preventable. Without entering into detail, it may be said that they will be found under one of the following four heads:

First, heating, including boilers or furnaces, steam pipes and hot air flumes, radiators and registers, smoke flues, fuel and ash storage.

Second, lighting, gas piping and electric wiring, fixtures, meters.

Third, storage of combustible materials used in science and manual training and combustible waste material.

Fourth, construction, particularly stairs, halls, exits, fire escapes, fire doors, etc.

A regular semi-annual examination of all school buildings for possible causes of fires will amply repay the expense and trouble entailed. In large cities this can be done by fire department officers or with their assistance and direction. Careful attention ought to be given to the report and changes made as recommended or suggested.

In smaller communities the secretary of the school board, or better, the superintendent of buildings, aided by members of the building committee, can render efficient service. In most cases defects will be discovered which can be remedied in a simple manner. Reports should likewise be made and due consideration given at the earliest possible moment.

SUPERVISION NOT OVERDONE.

"Supervision," said a school board member, recently, "there is too much supervision in the schools." Possibly this remark may have been true of the city in which he lived. Certainly it voiced the thoughts of many school board men who do not appreciate the value of carefully inspecting the work of every teacher and by helpful direction keep up the standard of teaching in every class of a school district.

Supervision is necessary in any organization if the various parts are to work in harmony toward a given goal. In the business world this

fact is appreciated and the successful factory has a perfect system for controlling its operatives and keeping up their standard of efficiency.

Of the need of similar superintendence in the schools the late F. Louis Soldan aptly said in one of his public addresses:

"Supervision is necessary in order to have harmony and cohesion in a large system of schools which employs hundreds or thousands of teachers, each teaching in a room by herself without close and constant touch with her co-workers. It is neither desirable nor possible that each school room in a city should present the same identical appearance as every other. But the work in each room should be in harmony with the system to which it belongs. It takes many different notes to make music, but each should be in accord with the others and not a dissonance. Good supervision secures harmony through reasonable uniformity. Good supervision harmonizes the various grades of instruction. It keeps the kindergarten adjusted to the primary grades, the primary to the grammar grades, and the high school to the district schools. It fuses the various school units into a system and secures to every child a well adjusted and articulated continuity of training from the kindergarten to the college.

"A city school system should be a unity. The child who changes his residence and, in consequence, his school should not feel impeded in his progress because the new school differs radically from the old. A teacher who is transferred should find the work in the new school similar to the old. Where there is reasonable supervision, the progress in instruction or management made in one school will tend to elevate others. Good supervision will make the invigorating heartbeat of educational progress and the inspiration of a common cause pulsate through the whole body of the public schools."

The school board member who is apt to underestimate the value of good supervision and to overestimate its amount and extent should spend a day or two with his superintendent or a supervisor while the latter is making the rounds. Then let him attend a few teachers' meetings at which the superintendent gives directions and advice and we are certain he will change his opinion very materially.

SCHOOL BUILDINGS IN SMALL CITIES.

No idea is more incorrect than that which prevails in many small cities and villages concerning the construction of schoolhouses. Any student of school administration has met frequently with school board members from small communities who hold that it is well enough to speak about erecting schoolhouses with all the modern improvements in arrangement, lighting, sanitation and equipment in the large city. The small city, they hold, cannot command the talent nor money necessary to make its grade buildings equal in construction and equipment to what the best standards demand. Even in progressive communities the idea will prevail that the high school should be made the show building for the town, in the construction of which no money is to be spared. The grade schools need, however, be only little more than brick boxes with windows, halls and stairs, and an indifferent system of heating.

The attention of the school board which is inclined to slight its elementary schools is directed to the Des Moines schoolhouses, illustrated on subsequent pages. Each of these schools is a modest, unpretentious structure, built strictly for service in the widest sense of the term, at a cost within the reach of any city or village. The exteriors are restrained, with modest ornament which expresses the character of the construction and the use of the building.

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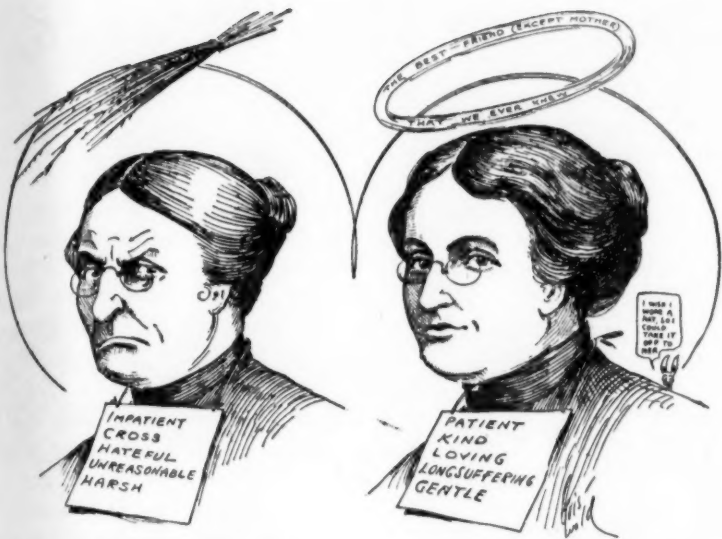
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How the Teacher appeared.

How she really is.

The floor plans are excellent in the arrangement of classrooms to meet fully the scholastic and hygienic needs of the occupants. The general scheme is splendid for the management of classes and also for future extensions. The heating, ventilation, lighting and sanitation are perfect according to modern standards.

No idea is more pernicious than that large cities alone can afford to make their schools pleasant to look at and complete in arrangement and sanitation. The rural community, the village or small city cannot afford to do less. It is not above their means if school boards will but apply themselves to their problems, study the principles of good school architecture, get their own financial condition and their scholastic needs well in hand, and then strive to reach a reasonable ideal.

Certainly the architects of the Des Moines schools mentioned above, are deserving of much credit for the complete manner in which they have met the problem set them by the school authorities. The latter are no less deserving of commendation for selecting such splendid plans.

ONE OR TWO SESSIONS.

Whenever the question of one or two sessions for the elementary or high schools comes up in a board of education there follows a lively hubbub. The widest diversity of opinion ensues and the result is never certain until final action has been taken by the board. Even then there is dissatisfaction and murmuring that only time can silence.

Teachers almost invariably favor the single session plan. Parents generally incline to two sessions. Pupils are swayed by one or another influence, or by their own fancy in the matter. The school board stands in the midst of contending parties and in the end usually tries to meet the wishes of the greatest number.



Worthy of Present Attention.



Where Opportunities are Equal.

Rarely is the question submitted to careful study in which such deciding factors as the health of the children or their educational welfare are fully weighed. Physicians hold that children should have a midday meal and some outdoor exercise. The child study expert can demonstrate that the continuous classwork of four to five hours or more is fatiguing to a degree which means not only inferior work in the later periods, but also positive injury to the physical welfare of boys and girls.

In general it may be said that the double session plan is preferable. Local conditions may, however, make it undesirable for a variety of compelling reasons. Careful consideration is then necessary for providing a break in the session long enough for a lunch and a little relaxation. School boards should then act with the advice of competent professional authorities.

Cheap school board members, like the poor, are always with us.

The school board member with an axe to grind often finds it sharpened to do nothing.

The teacher who holds her position by courtesy of a member of the board of education ought to be examined by the state board of education.

Snobbish clerks in school board offices ought to be sent back to school.

The secretary of a board of education who is a clam to every one but his superior officers ought to be forced out of his shell.

The superintendent of schools who has no time for the commercial school traveler is as foolish as the man who refused to accept a new thing because of its newness.

School board automobiles ought to be labeled in unmistakable letters.



Study Him Carefully.

The book trust, it is said, recognizes the insurgent movement in the N. E. A. This is a victory for the insurgents.

The Boston meeting is not being forgotten. There is rejoicing over the new democracy in the association—also a few sore heads.

The chairman of a committee ought not to be the whole committee.

The president of a school board ought to begin writing his annual address on the day of his election.

Assistant superintendents are often assistants only in name.

The efficiency of committees will determine the success of a president's administration.

The effeminate male teacher ought to be presented with a hobble skirt.

The school buildings reflect the efficiency of the school boards.

As is the superintendent of buildings so are the janitors.

The loud-mouthed superintendent is often tolerated, not often re-elected.

The momentary quiet in Chicago is most astounding.

The Pennsylvania school code—good luck to it this time.

The industrial education that needs most attention and which has the largest justification is that which will enable its recipient to advance in the trade which he selects. It is not only the type of education that will get a boy into a job, but that will enable him to get out of that job into a better one in the same line of business. Education of this type will supply the need of the factory for trained men, capable of advancing to positions requiring the highest skill and to become foremen or assistant superintendents.



The Football Season Opens.

Four Interesting Schoolhouses in Des Moines

Designed by Messrs. Wetherell and Gage, Architects

Our illustrations this month show several new schools that were erected in Des Moines, Iowa, during the year 1909, after the most modern and scientific methods of schoolhouse architecture.

Heretofore, in this city, the eight room "cart wheel" type has been built, but when it was necessary to provide for additional class rooms, the older portions always required extensive alterations to prepare them for the new parts, by cutting corridors through the class rooms, changing windows, etc. This was an expense. At the same time the changes would often times materially alter the older rooms and make an awkward arrangement.

The Des Moines school population is growing at the rate of 800 to 1000 pupils per year and as the district covers 56 square miles it was quite obvious that some flexible and expansive method of school designing must be adopted. The corridor type of plan was taken as a basis. In districts where two or four rooms were sufficient for the time being, these two or four rooms were so arranged as to form a part of a future sixteen or twenty room building. The four room scheme is shown in the Byron Rice building which was erected in one of the growing suburbs. The sketch plans show how the central corridor can be extended and any number of class or recitation rooms added on either side.

In the Des Moines school system the seventh and eighth grades have been placed in one room usually called the assembly room, with two recitation rooms. This arrangement is shown in the Brooks and Hubbell plans which are the equivalent of the ordinary eight-room buildings. As these districts grow these buildings can be very readily extended at either end with as many rooms as may be needed. It is now considered as improbable that more than sixteen rooms would ever be necessary for the Hubbell district, so that to complete the building, four rooms similar in plan to the Byron Rice building, less the stairs, would be placed at the ends of the long corridor.

The Hubbell plan shows two main front entrances at the grade level; then, the grade is

lowered in rear so as to bring the rear basement entrances on a level also, these entrances allowing ready access to the separate playgrounds for boys and girls. Interior toilet rooms are convenient to these rear entrances.

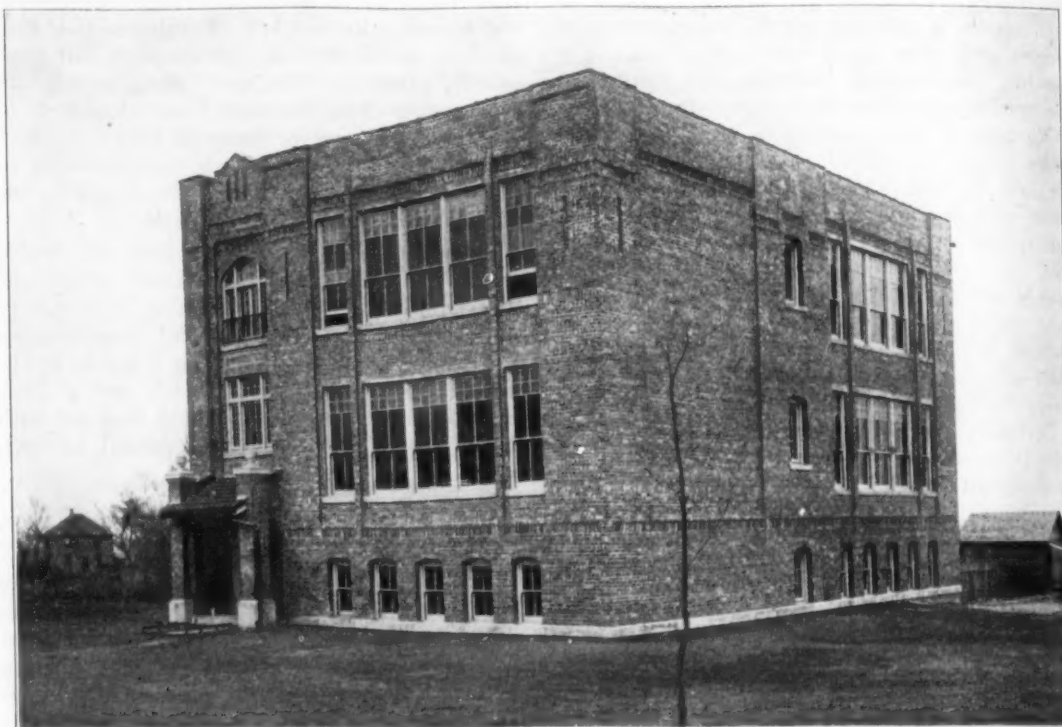
The Brooks plan is similar, only that a third main front entrance is added having in view the possibility of a larger district than the Hubbell and requiring twenty or twenty-four rooms.

Besides the new buildings shown Des Moines built extensive additions to some of the oldest buildings in the district. Where this was done the older rooms were remodeled in such a way as to get the maximum amount of light from one side only so far as practicable. Five or six windows, with six inch mullions between, were deliberately cut into the side of the room. Then, the new parts were joined in the manner found to be the most feasible for each particular case,

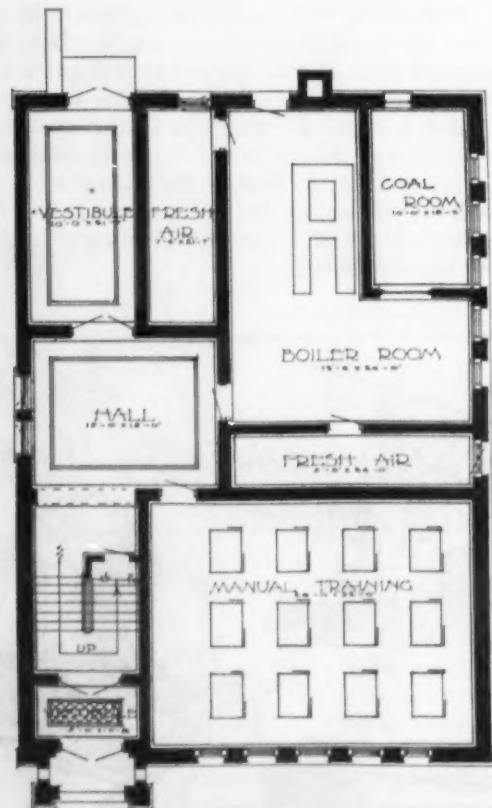
but keeping in mind the fact that sooner or later the old building would be torn away and the new part extended along the line of the adopted corridor plan. This arrangement was used in the additions to the Henry Sabin and Washington schools.

In construction the buildings are all fire proof, using re-inforced concrete; floors are of concrete joist with tile filling for sound-proofing. Finish floors are all maple laid over cinder concrete and deafening felt. The corridor floors of the first building were wood with marble bases but cement floors and cement base were put in the corridors of the later ones.

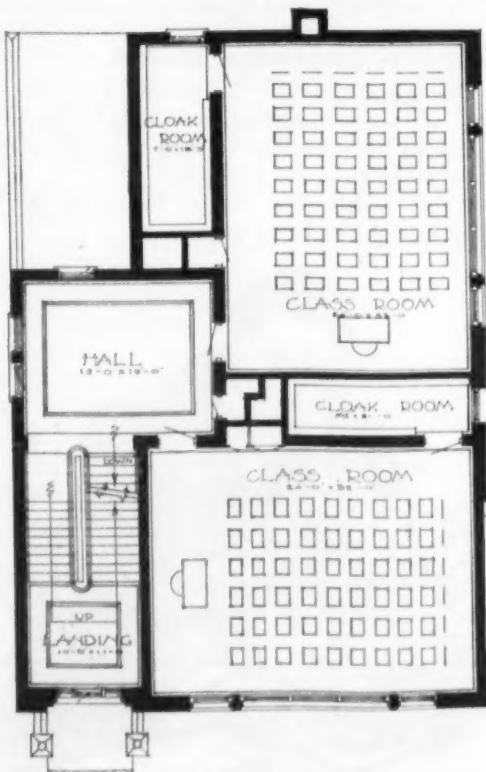
The stairs are of two types; in the first buildings steel with asphalt treads and afterwards concrete with safety tread and channel nosings were used. Most of the stairs have plastered



BYRNE RICE SCHOOL, DES MOINES, IA.
Wetherell and Gage, Architects, Des Moines.

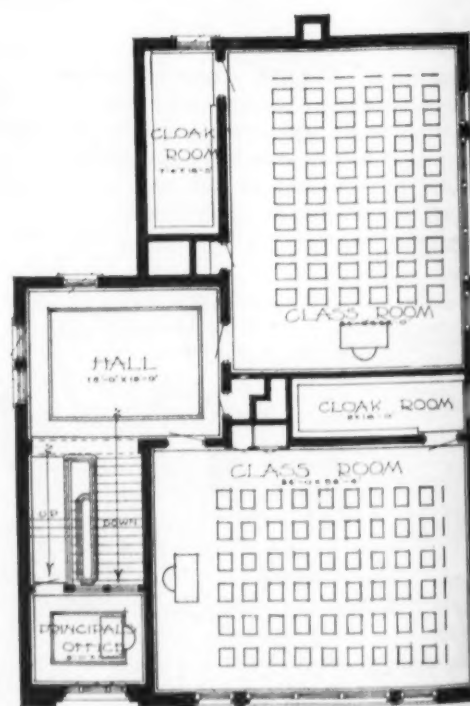


BASEMENT PLAN.



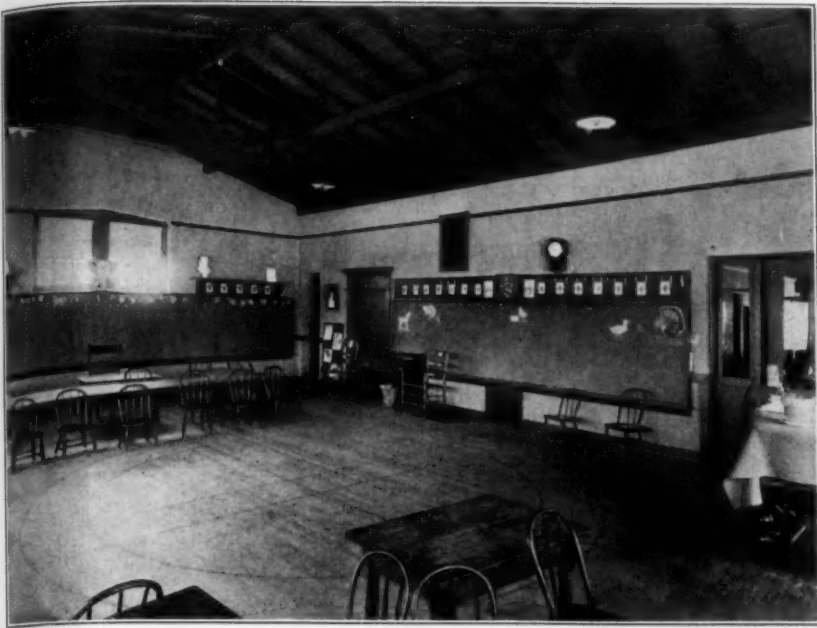
FIRST FLOOR PLAN.

FLOOR PLANS, BYRNE RICE SCHOOL, DES MOINES, IA.



SECOND FLOOR PLAN.

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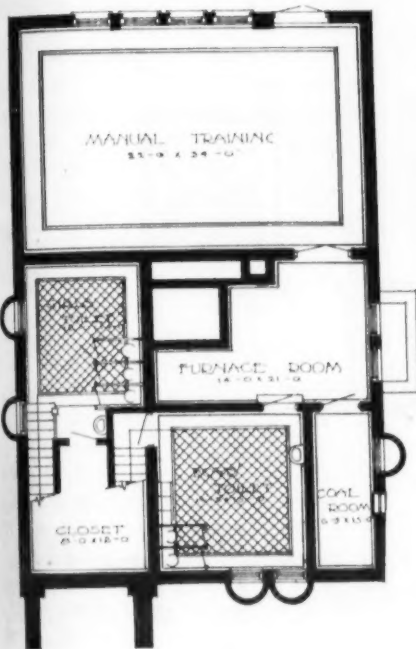


KINDERGARTEN ROOM, KIRKWOOD SCHOOL ANNEX.

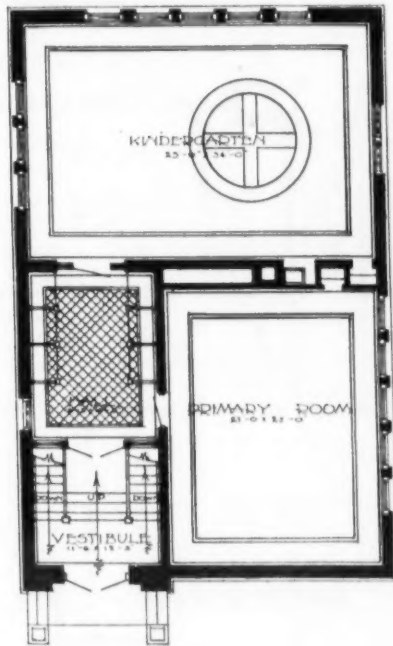


KIRKWOOD SCHOOL ANNEX, DES MOINES, IA.

Wetherell and Gage, Architects.

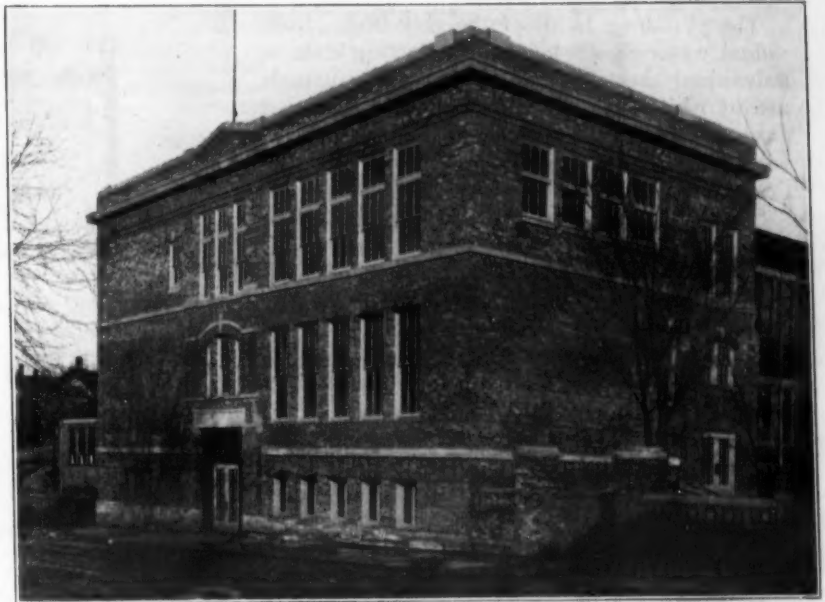


BASEMENT.



FIRST FLOOR.

KIRKWOOD SCHOOL ANNEX.



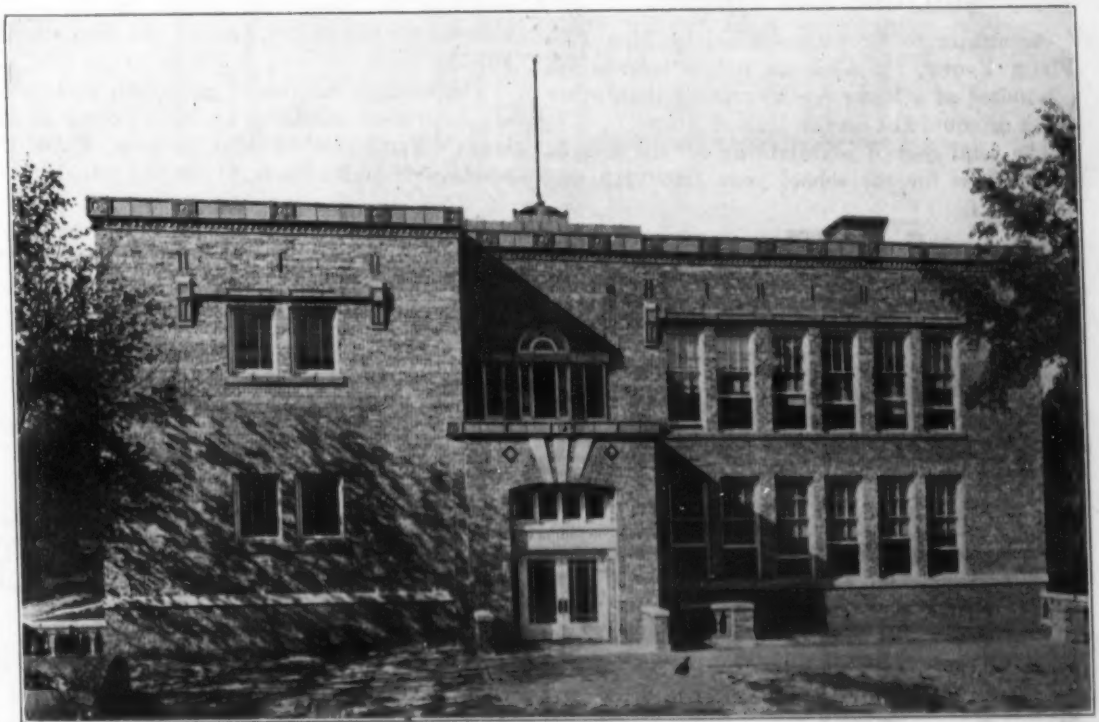
ADDITION TO HENRY SABIN SCHOOL.

balustrades three feet six inches high with a wood hand rail down the sides.

The class-rooms are lighted from one side only with the most satisfactory results; windows are placed less than a foot from the ceiling. Blackboards are of best slate. Above the top of the blackboards has been placed a one-foot wide strip of colored burlap upon which drawings and small pictures can be pinned. Over the teachers' blackboards are shelves seven feet long for flowers, models, and also for suspending maps.

The cloak-rooms open from the class-rooms with two doors for entrance and egress. Cloak-rooms have hook strips, shelves, and racks for rubbers and umbrellas. All doors from the coat-rooms to class-rooms, as well as those from corridors to class-rooms are provided with plate glass. All class-rooms are provided with teachers' closets and book cases.

There has been a minimum of wood work used throughout the buildings. No casings are used for the windows nor doors, but the sand finished plastering is rounded in to the frames. The doors, too, deserve special mention, as they have no panels, being perfectly flat, of the type known as "the sanitary door." The base boards are made with a cove and are provided with a



ADDITION TO WASHINGTON SCHOOL, DES MOINES, IA.

groove so that the tongue of the floor board fits into it, thus doing away with the floor strip or quarter round.

Metal picture moulds that are flush with the plaster line are used in the corridors and some of the class-rooms.

In fact, in order to make the buildings the most sanitary throughout, the type of finish used in the best hospitals was adopted and found excellent in appearance, neatness and cleanliness.

All the buildings shown have been faced on the exterior with common building brick laid with deep recessed mortar joints. The brick vary in shade from a deep red to black and are not sorted but thoroughly mixed and then laid as they come, giving a pleasing effect. Special bonds were used and ornamental brick panels worked in with black brick.

Both direct and indirect steam heat is used and all buildings are built with the idea of using the fan system eventually even though the gravity system was installed temporarily in some buildings. The foul air from the class-rooms is always taken out through the cloak-rooms, the lower panels of the cloak-room doors having an open metal grille. The foul air passing through the cloak-rooms serves to dry and ventilate the clothing before passing up the vent shaft.

The plumbing is all of the very best. Individual water closets being used, having slate or galvanized sheet iron partitions. The urinals are of white glass or slate and are ventilated from underneath so that all the foul air in the boys' toilet room passes downward through the urinal.

Several years ago the Des Moines school board decided to eliminate the expensive high roofs, and in all these buildings a flat composition roof has been provided, high enough above the ceilings, however, so that the attic forms an outlet chamber for the foul air from the vent shafts, cowls or ventilators being provided in the roof to carry this to the open air.

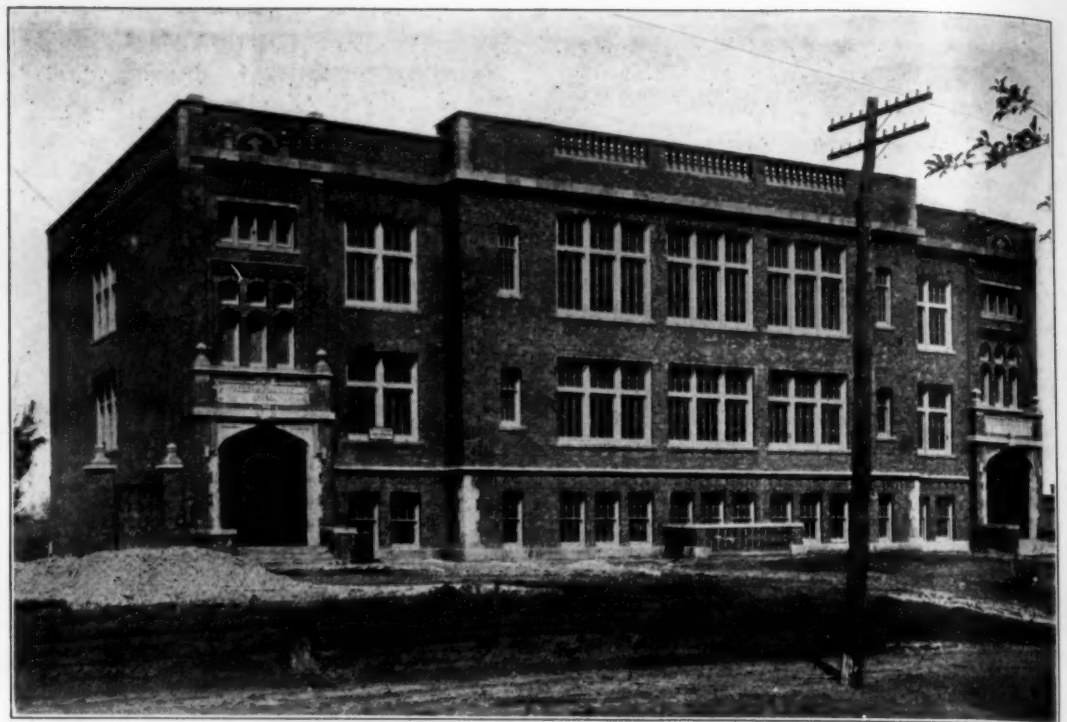
The two-room Kirkwood Annex was built as a separate building for use by the kindergarten and primary grade. A novelty is the open truss roof over the kindergarten room which makes this room exceedingly attractive.

In every way the architects, Messrs. Wetherell & Gage, have endeavored to carry out the most approved and up-to-date methods and the successful results show how every detail has been carefully studied and carried out.

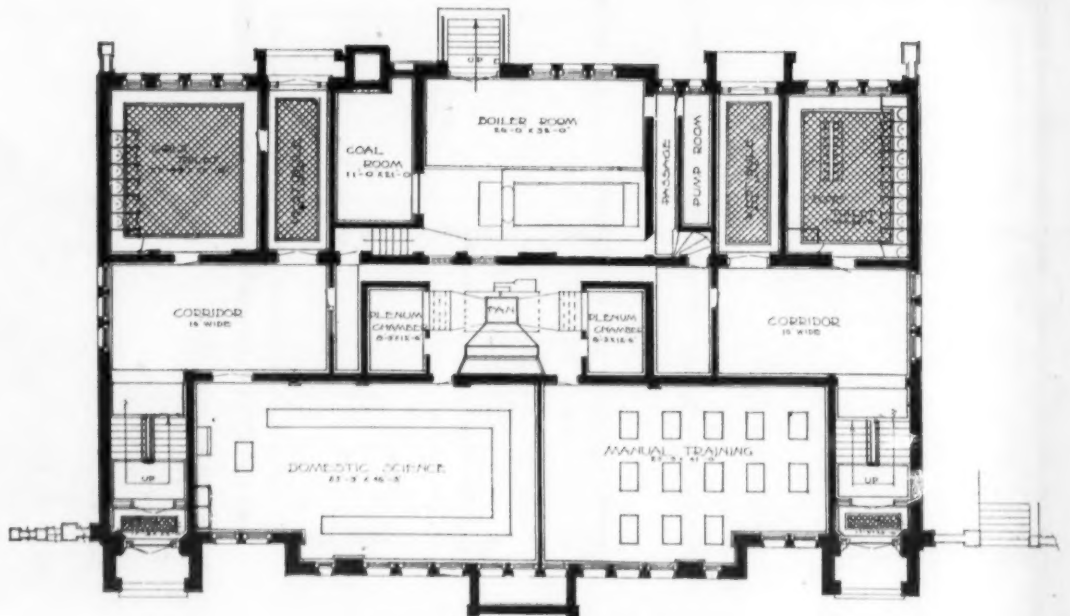
BUILDING AND FINANCE.

According to figures compiled by Mrs. Ella Flagg Young, the Chicago public schools are conducted at a lower cost per pupil than other cities of equal size in the United States.

The total cost of maintaining all the schools of Chicago for the school year 1909-1910 was



HUBBELL SCHOOL, DES MOINES, IA.



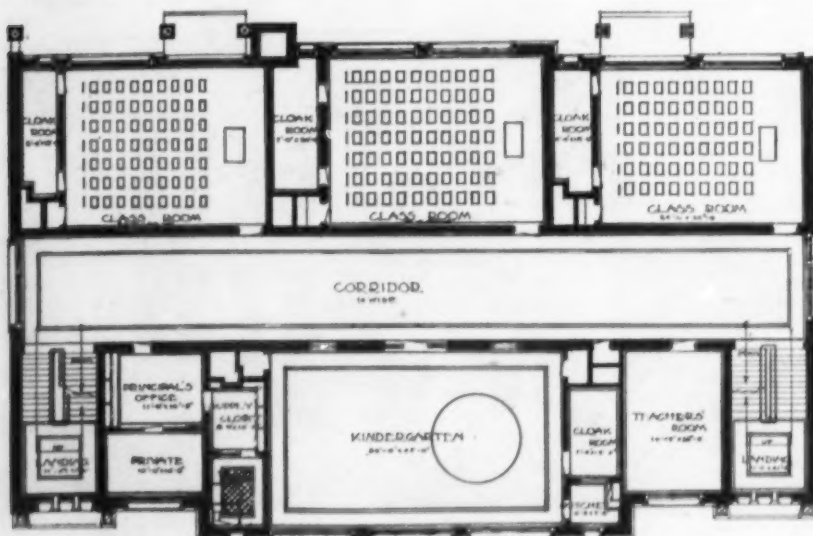
BASEMENT PLAN, HUBBELL SCHOOL.

\$9,159,917.36. The total average attendance of the day schools was 248,501. The total cost per pupil in the elementary schools for the entire school year was \$32.77, and for the high schools, \$67.72.

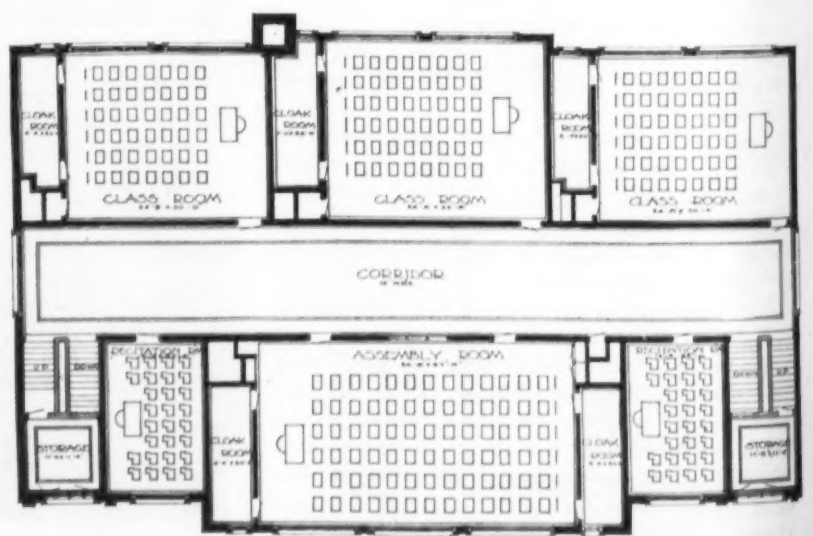
The average salaries of principals and teachers have been tabulated by Mrs. Young as follows: Principals of high schools, \$3,261.11; teachers of high schools, \$1,581.86; principals of

elementary schools, \$2,533.06; teachers in elementary schools and kindergartens, \$940.31; teachers of manual training, \$1,151.63; teachers of household arts, \$1,140.31; teachers of physical education, \$1,164.58; teachers of the deaf, \$1,108.33; teachers of crippled children, \$1,167.86.

According to statistics compiled by Mrs. Young, the percentage of attendance last year in the schools was 94, and 86.1 per cent of all



FIRST FLOOR PLAN, HUBBELL SCHOOL.



SECOND FLOOR PLAN, HUBBELL SCHOOL.

those in attendance were promoted. The cost per pupil in the entire system during the last school year was \$36.11, as against \$29.76 in 1901. There were 6.6 per cent of the entire enrollment in the high schools and 93.4 per cent in the elementary schools.

The New York City board of education has fixed its budget for 1911 at \$36,500,000, an increase of about \$8,000,000 over the amount allowed for the present year. Of the increase, over \$3,500,000 will be used for increases in the salaries of teachers.

Mr. John Beverly Robinson, for fourteen years deputy superintendent of school buildings for the New York board of education, has resigned to become head of the school of architecture of Washington University.

The savings in the cost of erecting elementary schools proposed several months ago by the Chicago board of education have been shown in contracts let last month for five grade buildings. Each of these is a twenty-four room building of the same capacity and including the same facilities as the schools put up in recent years. The cost, however, will be approximately \$60,000 less for each building. Bids vary from \$158,000 to \$163,000 on each structure as against \$210,000 to \$225,000 on previous schools.

Size of Classroom Windows.

A writer in the Zentralblatt des Bauwesens (Berlin, Germany), calls attention to the danger of misapplying the old rule that the window surface of classrooms should equal one-fifth of the floor area. This rule, he says, is based upon the standard set in 1895 by the Prussian minister of education in a famous edict concerning the erection of schoolhouses in Prussia. In this document the proportion of one to five was based upon experiments in lighting classrooms and applies only to rooms which are six metres in depth. To apply the rule in general without taking into consideration the fact that the strength of light diminishes at a rate equal to the square of the distance traveled is apt to cause considerable over lighting or under lighting of classrooms. In many buildings classrooms are only five metres deep; in others as much as seven metres. The former are apt to be lighted too strongly; the latter will lack light so that the eyesight of children farthest removed from the windows will be endangered. As a general formula for correctly determining light he suggests the following simple equation:

$$f = \frac{F}{5 \cdot 36} \cdot t^2$$

(f=window surface in square metres, F=the area of the classroom in square metres. t=the depth of the room in metres.)

Thus a room measuring 54 square metres (ordinarily 9x6 metres) may have a depth of 6m., or 5m., or 4m., or 7m. Thus:

$$f = \frac{54}{5 \cdot 36} \cdot 6^2 = 10.8 \text{ s. m.} = 1/5 \text{ F.}$$

$$f = \frac{54}{5 \cdot 36} \cdot 5^2 = 7.5 \text{ s. m.} = 1/7 \text{ F.}$$

$$f = \frac{54}{5 \cdot 36} \cdot 4^2 = 4.8 \text{ s. m.} = 1/11 \text{ F.}$$

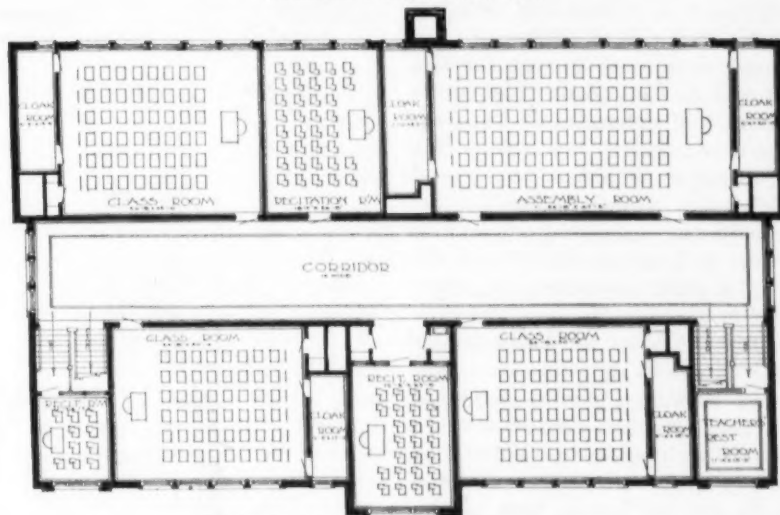
$$f = \frac{54}{5 \cdot 36} \cdot 7^2 = 14.7 \text{ s. m.} = 1/4 \text{ F.}$$

The formula has been applied with success for many years in the district of Hannover.

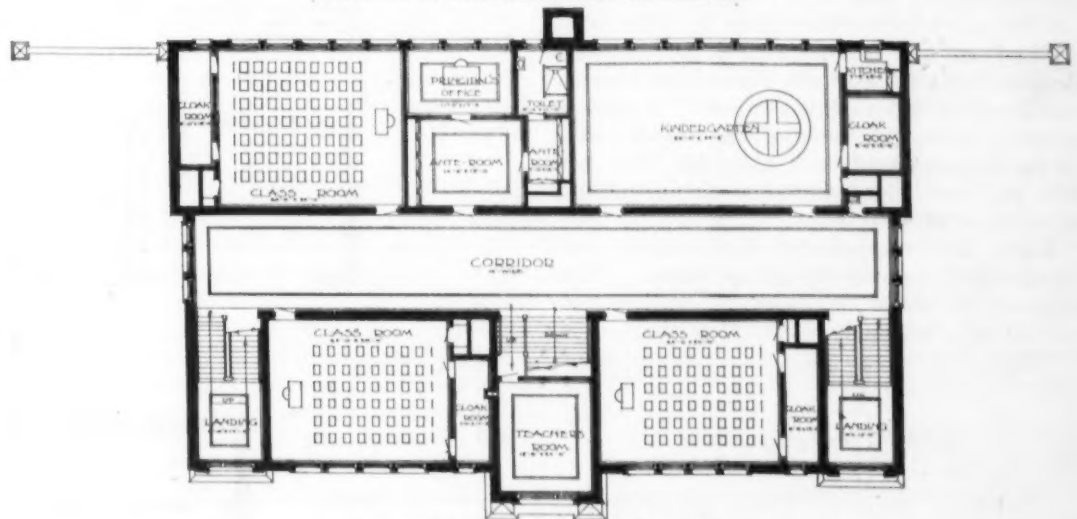
State superintendent W. M. Holloway has recently engaged the firm of Edwards & Walter, architects, Atlanta, Ga., to draw up model plans and specifications for rural and village schools. Mr. Holloway proposes to secure the best possible plans for one, two and three room buildings for the use of school boards in country districts. The plans are to be perfect in the matter of heating, lighting, ventilation and general sanitation—points which are often overlooked by school authorities.



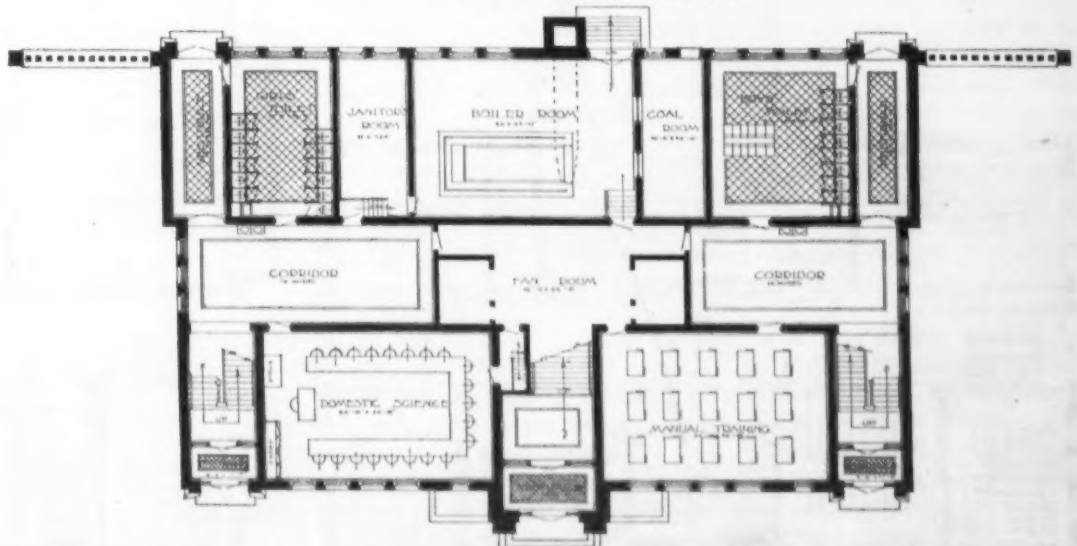
NEW BROOKS SCHOOL, DES MOINES, IA.
Wetherell & Gage, Architects.



SECOND FLOOR PLAN, BROOKS SCHOOL.



FIRST FLOOR PLAN, BROOKS SCHOOL.



BASEMENT PLAN, BROOKS SCHOOL.

Study Effect of Work.

The Cincinnati board of education recently has employed Mr. Roger L. Conant, an experienced social worker, to take charge of the certification of children who desire to go to work. Under a new child-labor law, which went into effect in the state of Ohio on September first, children must not merely be fourteen years of age before leaving school to take up an occupation, but also must have passed the fifth grade with satisfactory tests in reading, spelling, writing, grammar, geography and arithmetic. In addition they must have good health and must be free from defects.

The Cincinnati child-labor committee, which was instrumental in the enactment of the new law and the Schmidlapp Fund, a local institution, have combined to cover the salary of Mr. Conant, who is, however, an employe of the board of education. It is proposed to administer the law in all its requirements and to make a study of the effect of work upon children.

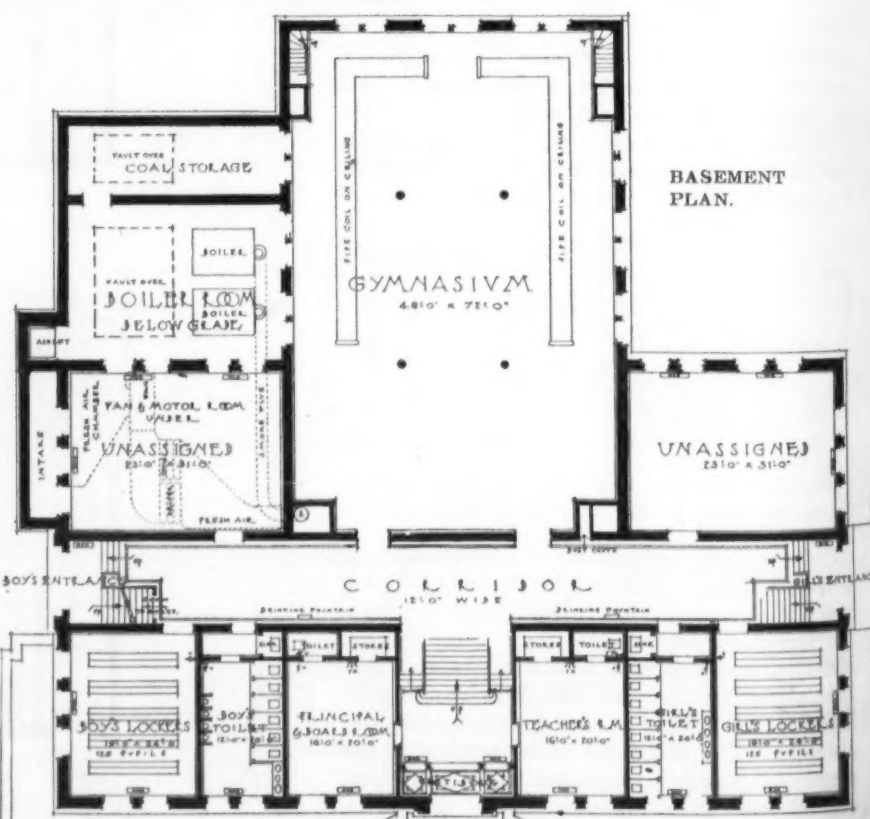
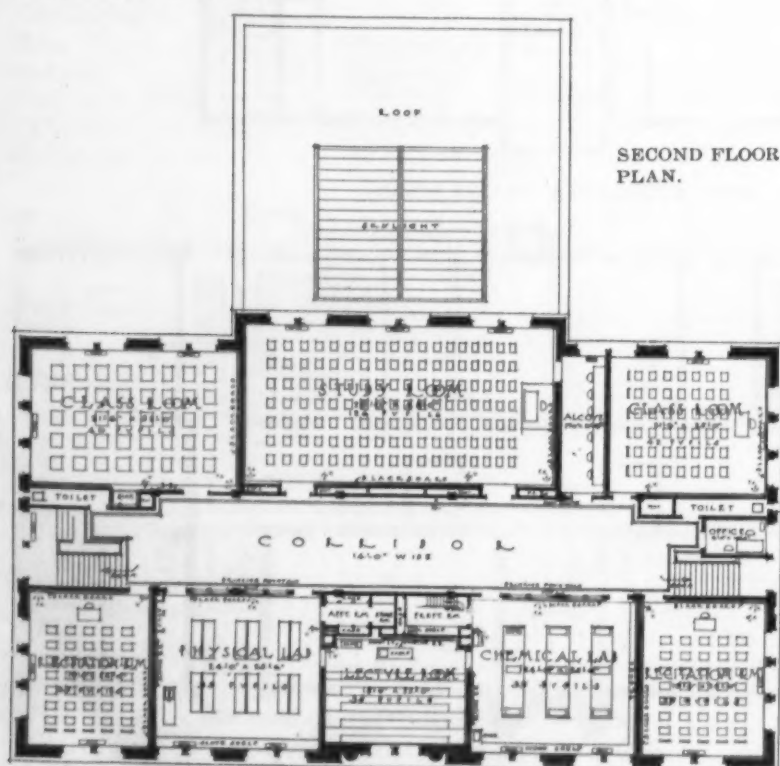
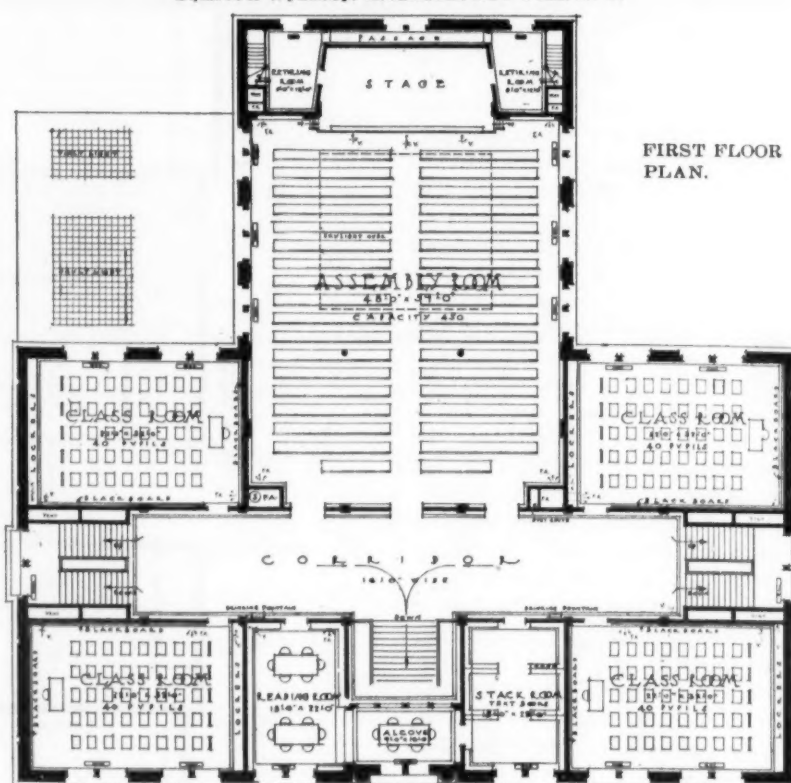
Speaking recently of the plans outlined Mr. Conant said: "We propose conducting a real investigation as to the effect of work on the child. We will have a mental and physical examination made of the child before we issue the certificate and then, once a year for five years, the child will be examined. The subsequent examinations will determine if the work the child has been engaged in has stunted his or her growth; whether or not it has caused any physical deformity or peculiarity, has affected any organ of the body, and whether or not the intellect is as keen as when he or she went to work. If a child apparently is suffering from any defect, the new law even gives me the right to send the child to the health officer for examination. But the law does not prescribe that we can conduct the subsequent examination and this is what constitutes the novelty of the work we hope to do. We do not anticipate any opposition from parents, for it is so manifestly for the benefit both of the child and the parent."

Freeport, Ill. Tuition rates for non-resident students in the high school have been increased from \$30 to \$40 per year. Tuition is payable, under the rules of the school board, at the beginning of each semester. The new rate has been fixed to cover the actual per capita cost of instruction.

Joliet, Ill. A class for deaf children will be opened in one of the public schools. It is proposed to teach "lip reading" rather than the old sign language.



DESIGN FOR HIGH SCHOOL AT GOSHEN, N. Y.
Squires & Wynkoop, Architects, New York, N. Y.



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School Officials.

Where the term of office of a county superintendent expired on the first Monday in January, she was the county superintendent on that day until her successor qualified; the law taking no account of fractions of a day.—*Stuart vs. Petree, Ky. 1910.*

A letter written by the county superintendent of schools to the state superintendent as to an applicant for a state certificate is not an absolutely privileged communication, but is qualifiedly privileged only, and he does not occupy in writing the letter any better position than any other good citizen interested in the welfare of the common school system, and, where he has knowledge affecting the moral character of an applicant for a state teacher's certificate, he may in good faith, based on reasonable information, communicate what he knows to the state superintendent, and in so doing he is protected, unless it can be shown that he was actuated by express malice.—*Tanner vs. Stevenson, Ky. 1910.*

The Wisconsin statutes of 1898, sec. 698, provides that the superintendent of schools shall hold office for two years and until his successor is qualified. Section 694 provides that the salary of any county officer shall not be increased or diminished during his term of office. Laws 1893, c. 307, changed the time of electing the county superintendents of schools from the fall to the spring election, and provided that the first superintendent elected under the new law should be elected in April 1905, and take his office the first Monday in July following, and that the superintendent elected in 1902 should continue in office until the date last named. *Held*, that Laws 1903, c. 307, does not expressly or impliedly repeal section 694, nor create a new term of office for the old incumbent of the office of county superintendent of schools, and where a county board in November, 1904, fixed the salary of the county superintendent of schools at \$1,200 instead of \$1,000 as it had existed theretofore, the then incumbent was not entitled to compensation at the rate of \$1,200 a year during the extended period of his term of office.—*Sheboygan County vs. Gaffron, Wis. 1910.*

School Lands and Funds.

A school district is a body corporate by statute and is a "quasi public corporation," which can exercise only those powers expressly conferred upon it or arising by necessary implication.—*First Nat. Bank vs. Whisenhunt, Ark. 1910.*

A school district is a "quasi public corporation," which has only those powers expressly conferred upon it by statute, or which arise by necessary implication from those conferred.—*A. H. Andrews Co. vs. Delight Special School Dist., Ark. 1910.*

Government, Officers and District Meetings.

The official duties of the county superintendent of schools are limited to his county, and as such superintendent he must look after the educational and personal qualifications of persons teaching school in that county, or who apply to the board of which he is a member for certificates to teach, but as to school affairs outside of his county he has no official duties.—*Tanner vs. Stevenson, Ky. 1910.*

Powers in the directors of a school district will be implied when the exercise thereof is necessary to enable them to perform the duties imposed upon them; school directors being "public officers," and subject to the same rules as other public officers in respect to their implied powers.—*A. H. Andrews Co. vs. Delight Special School Dist., Ark. 1910.*

Where school warrants as issued contrary to law showed on their face that they were obligations of the district, and that the directors did not intend to assume any personal liability in issuing them, they were not personally liable thereon.—*First Nat. Bank vs. Whisenhunt, Ark. 1910.*

Where directors of a school district acted in good faith in contracting to purchase maps, etc., without authority to do so by popular vote as required by statute, and where the seller, with knowledge that no vote had been taken, solicited the sale, and the payee of the warrants issued therefor had all the means of knowledge as to the directors' authority to contract which they themselves had, the directors were not personally liable on the contract or warrants because they acted beyond their authority in contracting.—*Id.*

District Property, Contracts and Liabilities.

All persons who contract with school officers are presumed to know the extent of their powers.—*First Nat. Bank vs. Whisenhunt, Ark. 1910.*

The Arkansas school law, section 7614, gives the directors of a school district charge of the school affairs and school educational interests, as well as the custody of its property. Section 7590 authorizes them to determine the term for which the school shall be taught. Section 7631 requires the clerk of the school board to keep an account of the expenditures, the items of expense to include expenditures for houses, fences, stove wood, etc., and other school necessities. Section 7627 authorizes the directors to draw warrants for the payment of teachers, or any lawful purpose. *Held*, that the statute authorizes the directors to contract for the purchase of articles necessary to the school work, and hence authorized the purchase of desks by them.—*A. H. Andrews Co. vs. Delight Special School Dist., Ark. 1910.*

Under the Arkansas laws, sec. 7620, providing that the directors of a school may annually expend not more than \$25 for maps, etc., and requiring the purchase of the maps to be approved by the state superintendent as to price and merit, and to be authorized by the majority of the electors of the district, directors have no power to purchase maps until authorized to do so by popular vote, and a contract not so authorized is void.—*First Nat. Bank vs. Whisenhunt, Ark. 1910.*

Pupils and Discipline.

A teacher may discipline pupils by corporal punishment in a reasonable and moderate manner.—*Cook vs. Neely, Mo. App. 1910.*

The Pennsylvania Act April 11, 1899 (P. L. 38), empowering the school directors of a township to exercise the powers of a board of health, and to make regulations preventing the spread of contagious or infectious diseases. *Held* not special legislation within the prohibition of the Pennsylvania Const. art. 3, 7.—*School Dist. of Nether Providence Tp. vs. Montgomery, Pa. 1910.*

Where a teacher punishes a pupil in a cruel manner, and the parent incited thereto by such punishment assaults the teacher, such punishment, though not justifying the assault, may be shown in mitigation of exemplary damages.—*Cook vs. Neely, Mo. App. 1910.*

Since a school district has only those powers expressly or by implication granted it by statute, a contract made by school directors beyond

the powers conferred upon them is void.—*First Nat. Bank vs. Whisenhunt, Ark. 1910.*

Where a contract by a school district for the purchase of maps was void because not authorized by popular vote, under the Arkansas laws, it could not be ratified by accepting and using the maps.—*Id.*

Directors of a school district can only contract in the manner prescribed by statute, and where they contract contrary to statute, or in excess of their statutory authority, the district is not bound.—*A. H. Andrews Co. vs. Delight Special School Dist., Ark. 1910.*

Where the board of directors of a school district and its successors accepted school desks purchased from plaintiff, and used them thereafter with full knowledge of the contract, they ratified such contract, even if it was originally invalid.—*Id.*

School Finances.

Warrants of a school district are not negotiable, so that there can be no innocent holder of such warrants issued contrary to law.—*Id. Ark.*

Where the order of the board of directors of a school district calling an election to determine the question of the issuance of bonds for a high school building, and the notice of election were regular so far as they related to the bond issue, and where the voters fairly expressed themselves and gave a substantial majority for the bonds, and there was no charge of fraud nor pretense that the election was not fair, the election should be upheld.—*Horsefall vs. School Dist. of Salem, Mo., App. 1910.*

Where the building which a school district owned would be sufficient for the accommodation of the lower grades, if provision were made elsewhere for the high school grades, the board of directors of the district could call an election to determine the question of issuing bonds to erect a high school building.—*Id. Mo. App. 1910.*

The Dallas city charter, providing that any proposition to issue bonds shall be submitted to a vote of the people; and giving the board of education power over the expenditure of moneys for the benefit of the schools, subject to a veto power by the board of commissioners, etc., gives the board of commissioners alone the power to determine the advisability of the issuance of bonds for school purposes, and then only after the proposition has been approved by the voters at an election held therefor, and the board of education has no controlling power to initiate or submit to the people the question of raising money or the issuance of bonds for any purpose.—*Andrey vs. Zang, Tex. Civ. App. 1910.*

Claims Against Districts.

The New York Code Civ. Proc., sec. 1927, providing that an action may be brought against trustees of a school district, and section 1929, providing that in such action the officer against whom it is brought must be designated in the summons, and in subsequent proceedings by his individual name with the addition of his official title, apply only to school trustees, and do not authorize an action against the members of the board of education of a union free school district, individually.—*Reynolds vs. Foster, N. Y. Co. Ct. 1910.*

That a foreign corporation had not complied with the laws of this state would not prevent it from maintaining an action on a school warrant issued for desks sold to a school district.—*A. H. Andrews Co. vs. Delight Special School Dist., Ark. 1910.*

The state supreme court of Minnesota has recently rendered a decision that the Minneapolis school board may not employ counsel except through the city attorney or with his knowledge and consent.

Secondary School Athletics, Their Place and Regulation.

By John A. Cone, Superintendent of Schools, Brunswick, Maine.

In regard to athletics I believe we will agree upon two points: First, athletics form a legitimate part of school and college life. Second, too much time and attention are now devoted to organized athletics in some secondary schools and in most colleges. It was rather a suggestive statement made two years ago by an English gentleman that while the young men who came to Oxford from America as "Rhodes" students cut rather a poor figure in scholarship, they redeemed themselves in competitive athletics. This statement gives point to the remark of Prof. Dudley A. Sargent, of Harvard, who said in a recent address: "The practice nowadays seems to be that we should turn out educated athletics rather than athletic students. It can not be doubted for an instant that modern athletics has advertised the business of colleges to a tremendous extent, and that we find semi-ignorant material rushing into the intellectual life simply because of the glamour which hangs over the field of intercollegiate sport."

In the secondary school all contests which require for a preparation what is commonly known as "training" should be discouraged. Physicians state that the wrenching of muscles, ligaments, tendons, joints, nerves and blood vessels which accompany contests and severe training are giving all kinds of puzzling pathological conditions traceable to over-exercise. There should be a systematic bodily health which does not demand severe forms of exercise.

The most objectionable form of secondary and college athletics is football. The training is strenuous, the game is brutal, the spirit engendered in players and spectators differs in no way from that produced by the prize fight. A sport which makes the presence of physicians a necessity, which causes a part of the players to be carried from the field insensible is too dangerous to be encouraged in secondary schools. Whatever course may be taken by the colleges there seems to be no good reason why the football team for interscholastic contests should exist in the secondary school. The great objection to the game is a much deeper matter than the mere injuries to a few students. It develops the spirit of "win at any cost." It places the growing boy under a physical strain likely to create heart enlargement which remains to trouble him in after life. It brings about the selection of a few of the best developed and strongest boys who least need further physical training and compels them to attain an abnormal condition of muscular development. These objections do not apply to baseball, tennis, or other athletic sports which have a legitimate place in school and college life. The serious thing about the whole question is that the day when the athletic contest was sport has passed away. It is now a serious business to be engaged in principally by those who are willing to place athletic duties first and intellectual duties in the second place.

A prize fight between two heavy weights has lately attracted the attention of the civilized world. Influenced by the pressure of the public opinion, the governor of California forbade the holding of the fight in his state. Other governors followed his example and it was found that Nevada was about the only spot in the country where the contest could be held. Since the battle a great moral wave has rapidly spread over the country and governors and mayors are making haste to forbid the exhibition in public of moving pictures of the fight. This is all commendable, but a more forcible illus-

tration of the passage of Scripture which deals with the "beam" and the "mote" could not be found. Probably most of us have witnessed on the football field a more savage exhibition of brutality than was to be seen last week in Nevada. Some of us have heard the captain of the college football team tell his men that the chances of winning depended upon "putting out" of the game a certain strong player on the opposing team. We have seen this "putting out" process successfully accomplished, and the marked man carried off the field insensible as a result of a deliberate blow which would have been allowed in a prize fight. We have seen the players with broken jaws, broken arms and noses, blackened eyes and bloody faces, yet no special protest was made because football is recognized as a legitimate sport for college and secondary students. The prize fight is regarded as the sport of the tough and is to be condemned. Football is the sport of gentlemen and therefore to be encouraged.

We are told that the new rules will eliminate some of the brutality so painfully in evidence in the past. Whether this is so or not remains to be seen when these changes are put into actual practice. I doubt, however, if the new rules will alter materially the spirit in which the game is usually played.

This paper was prepared before the meeting last week of the National Education Association, so I am indebted to president David Starr Jordan for this opinion about football. I wish, however, to express my appreciation of his suggestive words about athletics and to add my slight influence on the side of those who believe that a decided reform is needed in school and college sports.

Many of the objections to football in the secondary schools apply to some form of track athletics. Any form of sport which compels a growing boy or girl to summon and expend in a few moments every particle of muscular and nervous energy possible in a supreme effort to win a contest should be discouraged in the secondary school and for that matter in the college.

The statement made by some that the effect of athletics upon scholarship has been to raise the standard of intellectual effort is absurd. The mere fact that colleges and secondary schools are obliged to establish a rule that students must attain a fair rank in studies in order to take part in athletic contests is evidence that the athlete is likely to neglect study, and if he is successful in athletics he must neglect study, for the successful athlete has very little time for anything else. And so educational institutions have found it absolutely necessary to establish some definite standard in studies to prevent the utter neglect of all school work.

Sports are a necessary part of youthful life; they form one of the essentials of a child's education; but I would emphasize the fact that in physical training as well as in intellectual training we should work for the welfare of the majority rather than for the select few. It has been truly said that, "Our institutions are based not only on the principle that majorities shall rule, but they shall be served."

I think it is the duty of superintendents and of teachers connected with the secondary schools to encourage in every possible way the play spirit and to discourage the athletic spirit. I do not need to define terms, for you all know precisely what I mean.

Home Education of the Child.

"The most fundamental institution of mankind is not the school or the church, or the state, for that matter; it is the home. The fundamental duty of the home is the care of children, and the fundamental part of that care is not simply the provision of food and clothing, but the implanting of right ideals and the development of proper habits.

"In olden time the home performed this duty. It didn't require a vivid feeling of responsibility, nor a high degree of intellect to train the children. They were trained to be useful, and by being so trained, they acquired by constant practice the habits that form the largest part of a sturdy character. Habit is formed the mind gets its bent and the action becomes in no other way. It is by repeated acts that re-action. The effect is neutralized if one set of re-actions is attempted at home and another at school. The child cannot thrive under a double standard. There can be co-operation between the school and home only when parents and teachers alike understand the nature of the child and the purposes of training, and when they unite in setting the same ideals before the child and fixing the same standards of conduct.

"Some parents still cling to the sulphuric doctrines that the child is naturally wicked. He is full of the 'Old Adam' they say, and it is the business of education to beat the evil spirit out of him.

"Many tender mothers hold to the opposite doctrine, the cherubic theory, that all children are naturally good. So they say, do not cross his will. If he does wrong somebody else is to blame. All teachers have met the fond mother whose child has never told a lie in his life—met the mother, not the child, for modern history has recorded but one such instance, the one who became the father of his country. Unfortunately even that story has been shown to be apocryphal. Perhaps nature can do no wrong, but human nature can, and probably will. It is a pretty well-established fact that the child at first is neither good nor bad, neither truthful, neither brave nor cowardly. He is simply a bundle of impulses and one impulse may be wrong and another right. By allowing the impulses in the right direction to have full play, an attitude of the mind toward the right is fixed, and that attitude soon becomes a tendency and habit. So also wrong impulses may be checked and bad tendencies may be controlled, preventing the formation of bad habits. It is the great business of education at home and school, to stimulate the good and arrest or divert the bad so that the outcome shall be a well-rounded character.

"The most important thing is, that superintendents and teachers should come to a 'realizing sense,' as we say in church, of our duty to make the home understand its responsibility in the training of children, and to help the home to meet it."—Supt. F. B. Dyer, Cincinnati.

The public schools at Ely, Minn., recently made an exhibit of manual training, drawing, cooking and sewing at the Minnesota State Fair, which attracted wide attention. The exhibit was personally installed and supervised by Supt. C. H. Barnes, and won the first prize for educational displays.

As a sanitary measure the Burlington, (Ia.), school board has ordered all common drinking cups removed from the school buildings. Sanitary drinking fountains will be installed.

Bayonne, N. J. The board of education has recently adopted a resolution providing that all applicants for positions as teachers shall undergo a thorough medical examination. Those now teaching will be examined also.

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Rules for Medical Inspection.

Harrisburg, Pa. The following rules have recently been adopted by the board of school directors, defining the duties of the medical inspectors and school nurses:

The medical inspector shall devote at least two hours of each school day to the work, and the nurses shall devote their entire time to the work assigned.

At least one thorough inspection of each pupil shall be made as early in the school year as possible, and a second inspection made of all defectives and others recommended for special treatment.

Card records shall be made of all cases of inspection and such other records shall be kept as will promote the efficiency of the system and give a complete record of the work done.

The nurse shall perform her work at such times and in such manner as the medical inspector may direct.

The medical inspector and the nurses shall have access to any school room during school hours.

The medical inspector and nurses shall make monthly reports and at the end of the school year make out reports giving a detailed statement of the work done and the results accomplished.

Drawing in Vocational Schools.

"In vocational schools as now developing, drawing and art study must take practical directions; that is, these studies must so relate to the vocational practices that they will minister directly to these and will shape and tend to give the capacity for growth in vocational ability. Accordingly the drawing and art study will be greatly differentiated according to the needs of the vocation and group of relative vocations being studied.

"For the farmer's boy, for the girl who is to enter a department store, for the boy who may be a machinist, for the textile worker, drawing and art study must be differentiated. To this end, it may be necessary to have the teachers who are responsible for the concrete and practical work, give the relative drawing also, unless the drawing teachers prove themselves so adaptable that they can accommodate themselves to these special situations as they arise. To a very great extent it will be necessary to study the demands of particular industries and callings to determine just what is the equipment required of those who are to follow them for a livelihood. So far we have only the beginnings of this sort of study.

"It may be well expected that under the influence of the movement for vocational education, a more than usually experimental attitude will be adopted in the schools. This experimental attitude should be encouraged, and teachers should feel free to strike out along new and carefully considered lines. It may well be expected that in the future it will be demanded that proof be furnished that an educational aim, whether vocational or liberal, shall be realized; in other words, if drawing is pursued as a vocational subject, its teachers must be able to show its functions for vocational efficiency.

"If art study is pursued for the school of enhanced appreciation and culture, here again we should expect demonstrations of the results of this teaching. Taste can certainly be produced by teaching, and teachers who have this as their aim should be able to show that the aim is realized in a considerable number of pupils, otherwise the public has a right to question the methods and means employed. It is highly probable that the movement for vocational education will tend to develop standards, by virtue of which we shall expect to find a demand for evidence that cultural or liberal

education functions as certainly as the vocational. This is not an unwarranted expectation. —David Snedden, Massachusetts.

Selection of Text-Books.

Erie, Pa. Upon recommendation of the text book committee the following rule has been adopted to govern the selection of text books for the schools:

The committee (on text books) shall annually, in the month of November, call for and receive from the superintendent, the principals and such other teachers as may be designated by the committee, itemized recommendations, on blanks furnished, of any changes in text books or course of study thought advisable for the ensuing school year. Should the reports so made seem to make a change or changes in text books desirable, the committee shall request publishers generally to supply the classrooms in the grades and departments affected with samples of their books, and the committee with briefs of the merits and adaptability of such books, including introductory and exchange prices. The committee shall further receive, at the close of the school year, reports from the superintendent, principals and teachers, on blanks furnished, on the books examined and tested, and shall, in such other manner as it may determine, inform itself upon the merits of the books under consideration. *Publishers are to be notified that their books will be admitted to competition only on the condition that salesmen, representatives or agents are not to personally approach directors, officers or teachers (high school or grades) hereafter.* Provided, that this section may be modified to meet any extraordinary condition or emergency upon a vote of a majority of directors present at any board meeting.

Harrisburg Board Subscribes.

During September we received a goodly number of subscriptions from boards of education, who supply each member with a copy of the JOURNAL. The Harrisburg, Pa., school board sent in its subscription for each of the thirty-two members. This is numerically one of the largest boards in the country. The subscription comes because of an appreciation of the idea that large as well as small boards are more progressive, more open to modern ideas and more interested in school affairs while reading the professional paper which discusses their own problems, and solves their own peculiar difficulties.



Something to Be Remembered By.

Bookmen who attended the convention of the N. E. A., in Boston, contributed not a little to the entertainment of guests. Each of the large offices was a scene of activity and thousands of teachers took the opportunity of visiting the places where the books which they used are prepared and marketed. The bookmen also acted as guides for parties of teachers in and around Boston and queer experiences some of them had.

Mr. Robinson, the genial advertising manager of Ginn & Company, tells the following little story concerning a representative of his house whose name he will not, however, divulge.

The gentleman whose name for present purposes will be Smith met in the headquarters one day two young teachers, former university friends of his. Smith is nothing, if not galling, and invited the ladies to accompany him

one evening to Nantucket Beach. He held out strong inducements in the line of entertainment, including rare and delicious Boston lobsters served at the beach.

It happened that one of the young ladies had never indulged in lobster before. At any rate it required all of Smith's powers of persuasion to induce her to touch the dish which was set before her. Much to her surprise the young lady found the lobster very palatable. In fact, she grew so fond of it that she shyly expressed her willingness to try a second portion.

Smith returned to the city with the ladies in high glee, well satisfied that he had renewed the old friendship, which from the office which the ladies now held might prove most useful for himself and valuable for his house.

When he bid the ladies good-night at their hotel they expressed their thanks and pleasure of the evening and the one who had recently become acquainted with lobster said in entire innocence: "Mr. Smith, I am much indebted to you for the splendid entertainment and especially for that lobster. Do you know, I shall never see a lobster again but that I shall think of you."

Her companion screamed with laughter and Smith shot off into the dark without further adieu. It chanced that another member of the fraternity overheard the remark and next morning the joke was all over the office. Smith has been dreaming lobster for a month.

Mr. Irving S. Cutter, for two years Nebraska state agent of Ginn & Company, has recently resigned to take up the practice of medicine. Before entering the employ of the Ginn Dr. Cutter was principal of the high school in Beatrice. He will continue to reside in Lincoln.

Mr. W. L. Bonney represents the American Book Company in the New England field and resides in Boston.

Mr. Charles A. Cummings represents Allyn & Bacon in the Chicago office.

Ginn & Company's interests in Eastern Pennsylvania are looked after by Mr. William R. Cunningham of Philadelphia.



MR. J. J. GRAGG,
Texas State Agent for Newson & Company,
Henrietta, Tex.

Mr. Gragg was for several years superintendent of the Henrietta school before accepting his present position. He has taught ten years and has had wide experience as a summer normal school conductor and is an examiner for teachers' certificates.

Chicago, Ill. Plans are under way for establishing 175 new kitchens in as many public school buildings. At present there are seventy-five fully equipped kitchens in domestic science centers in the city to which children are marched from surrounding schools.

THERE are SCHOOLS in NEW YORK CITY in which more than ONE THOUSAND PUPILS may be seen sitting in healthful postures constantly during written tests, writing at commercial speed, WITHOUT PHYSICAL STRAIN, and producing pages of uniform excellence. These are the schools in which the PALMER METHOD PLAN has been followed with STRICT FIDELITY.

UNSUPPORTED WORDY ARGUMENTS by copybook agents, and the representatives of some new chimerical systems of modified copybooks, will not prevail against such FINISHED CLASSROOM RESULTS as may be seen among Palmer Method Pupils who have been taught by teachers who have been taught by us.

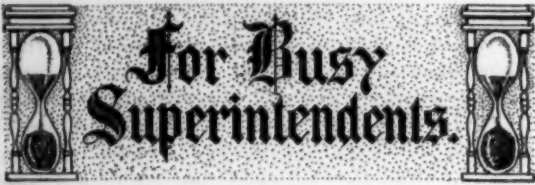
FREE NORMAL COURSES to all teachers in public schools in which the Palmer Method has been adopted completely. This course, through correspondence, to others, ten dollars. One copy of self-teaching Palmer Method Manual, postpaid, 25 cents.

Why not investigate?

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Mr. Thomas P. Bailey has resigned as superintendent at Memphis, Tenn., to take an important position with the Bureau of Municipal Research in New York City.

During the single year of incumbency in Memphis, Mr. Bailey has set in motion numerous reforms which have been accepted by the board of education and have been incorporated in the schools. In an open letter to Dr. A. E. Winship, Boston, these reforms are discussed by Mr. Bailey. We mention a few of the more important.

The rules of the board have been re-arranged and codified, and new rules have been added to bring them into accord with the best systems of the country. A set of executive rules defining exactly the responsibility of each official, and mapping out the routine of each department of the school board, has been adopted.

The annual budget has been revised, sources of revenue mapped out scientifically, and a system of bookkeeping based upon that of St. Louis adopted.

The statistical part of the annual report has been made comprehensive.

All blanks have been revised and new ones for checking retardation have been devised.

Manual training and domestic science have been introduced in the high school.

Medical inspection has been introduced.

A school for defectives has been established.

A code of professional ethics has been formulated for teachers and principals.

Twenty-one committees consisting of principals have been appointed to study problems affecting the schools.

Speaking of retardation from which the Memphis schools have suffered, Mr. Bailey says:

"I have made an all-round attack on retardation. Here are some of the methods employed to fight it:

"We have a Friday afternoon exemption scheme whereby children who have done satisfactory work during the week are excused from attendance on Friday afternoon, and all the time is put on the laggards. There is also a daily half hour exemption scheme for the same purpose.

"We have adopted a 'doubtful promotion' report adapted from that of Malden, Mass.

"The vacation schools provide for make-up work for those who have failed on examination, for those who are retarded in their grade standing, for bright children who want to make another grade, and for children who have been irregularly promoted and are not quite strong enough to stand alone.

"The burden of responsibility for non-promotion is now thrown on the principals and

teachers and they must give good reasons for failing to promote. At the same time we are in no wise lowering our standards."

Cincinnati, O. Eight regular courses are offered in the high schools. Four are academic courses, which have existed for many years; the remainder are technical courses lately arranged for students who desire some vocational training. The latter include a commercial, a boys' industrial, a girls' industrial and an art course. During the last two years of the boys' industrial course it is proposed to give practical shop work on the co-operative plan first used in Cincinnati university.

Omaha, Neb. Semi-annual graduation exercises will be held in the high school, beginning next February. In the past students who finished their courses were compelled to wait until June before they received their diplomas.

The principal reason for this change is to provide a uniform system for all the twelve grades that make up the school system and to move forward all along the line twice a year. There are always a number of graduates from the eighth grade who move into the high school at the mid-year division and to graduate must stay four and a half years or finish one-half year short. By the change in the high school and another change in the kindergarten system, the progression is a regular one from the beginning to the end.

The New York state education department has fixed a standard for private commercial schools which seek registration and approval of their courses. The following requirements must be met before a certificate will be issued:

(a) Suitable buildings or rooms for the conduct of its work.

(b) Suitable equipment for the kind of courses given by the school.

(c) Reputation for fair and honest dealing with its students and the public.

(d) Faculty of teachers whose training has been at least equal to that required of teachers engaged in similar work in public schools.

(e) An approved course of study, which includes at least the following subjects: bookkeeping, commercial arithmetic, commercial law, English, commercial correspondence, business writing, shorthand and typewriting.

(f) Copies of all regular advertising literature, including catalogues, pamphlets, circulars, etc., must be sent to the education department.

(g) No registration certificate, except the one for the current year, shall be displayed in any school office or room.

(h) An annual report shall be filed with the education department on or before July 31.

Commercial schools that are registered by the education department as maintaining a satisfactory standard and offering courses of study approved for the state commercial and shorthand certificates, and for the special commercial and shorthand teachers' certificates, may be permitted to hold the regents' examinations in commercial subjects for pupils who have pursued approved courses in these schools.

JUST COMPLETED.

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The Gilman Copy Book has copies on unglazed paper, adjustable to the eye. EACH book contains a brief manual of free-arm movement exercises.

Detroit, Minn. The school board has recently discontinued free text books in the high school. Books will henceforth be bought by the district and sold to the pupils at cost, plus ten per cent to cover handling.

A defect in the proposed Pennsylvania school code has been pointed out by Mr. Paul Kreuzpointner, a member of the Harrisburg school board. There is no provision in the code, according to Mr. Kreuzpointner, for manual training in the elementary schools.

Topeka, Kans. The school board has recently voted not to permit its members to furnish work or supplies, directly or indirectly, to the schools. Bids will not be received from members or firms in which they are interested. In the past the laws prohibiting such rules has been disregarded.

Bridgeport, Conn. The state trade school has recently opened a class in printing for boys who wish to enter the trade. The school is constructing much of its own equipment. Thus, the carpentry classes have made benches for the machine shop and will shortly construct forty drawing tables for the drafting class. The machine shop pupils have made tools and fittings for machinery in all its departments.

Springfield, Mass. The vocational school for boys between the ages of fourteen and sixteen is being developed rapidly. It is now housed in the technical school building and is in charge of the supervisor of manual training. The boys are divided into four groups and are taught carpentry and machine shop work. A model house is under construction and it is planned to purchase an automobile for rebuilding.

The Denver school board has recently created the office of "superintendent of supplies," with an annual salary of \$1,800 per year. The new official has charge of all purchases of furniture and equipment, and will supervise the storage and distribution of all materials used by teachers and janitors. The schools spend annually in the neighborhood of \$250,000 for miscellaneous articles and it is confidently expected that economies amounting to \$10,000 per year can be effected by close attention to buying.

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Elementary, 40 cents

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Designed to cover the work usually done in the grammar school grades.

There is a natural unfoldment of the subject.

The author shows an appreciation of the child's mental capacity at each stage of the development.

The material used in working out the course is closely related to the child's daily life and experiences.

The selections used as examples, and for illustrative purposes, are the best to be found in literature.

The knowledge gained from the lessons is not lost, but carries over and functions in the study of Literature, Composition, and in Nature study.

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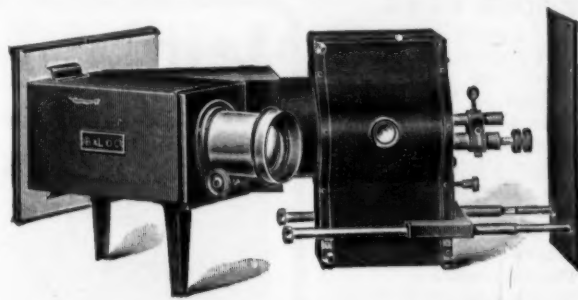
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makes available for work in the class room the widest range of illustrative materials such as post cards, photographs, prints, etc.

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Classification of Pupils in Portland Schools.

(Concluded from page 2)

other, but no inconvenience need result from this. In fact, it is an advantage in rooming, as we can make his headquarters in the less crowded of the two rooms.

This system of classification and promotion was introduced into the schools of Portland in 1897, and has been continuously in operation since that time. Before its introduction, we used the orthodox eight grade system with semi-annual promotion. If a pupil wished to go faster than the eight year rate, he might take a term's work with one class and the review work with the next higher class. Thus he did in a term of five months, work that was intended for a year. It will be noted, however, that the rate at which the higher term's work was done, under these conditions was five times as fast as the ordinary rate of pupils, and if it were kept up continuously, a pupil would finish the eight grades of the elementary schools in one and three-fifths years. The result of such a system was that very few pupils ever did more than the normal quantity of work, and those who did were found subsequently to be deficient in the ground passed over with such unwarranted rapidity. Then again, there was no way in which a pupil could take a lower rate than the orthodox one, without failing and repeating the work of a term.

I find that this very defective plan which was copied in Portland from a Boston system in 1878, has recently been introduced into some of the minor cities of the Middle West as an innovation.

If I understand the plan pursued at Cambridge, Mass., and one recently mentioned by Dr. Edison under the head of plus classes, the rate of speed for first classes or first divisions,

is one and one-half times that of the slower classes or second divisions. If this rate were continued throughout the course, it would cause the first division to complete the work of the elementary schools in five and one-third years. The slower ones doing it in the orthodox eight years. Now, under the Portland plan, a pupil who does first division work during his entire life in the elementary school, will be prepared for high school work in seven years. A pupil who does second division work all the time, will require nine years to complete the elementary course. We find that perhaps a third of the pupils require this time and they get it with us, not by failing once or twice and repeating some particular part of the course, but by doing somewhat less work each term for the entire nine years. Our first division proceeds one and one-third times as rapidly as our second division, or one and one-eighth times as rapidly as the normal class in the orthodox eight grades system.

Fully half of our pupils are able to maintain this rate throughout the course, without detriment to their health and without much home study. A considerable number do part first and second division work, and thus complete the elementary course in seven and one-half, eight, or eight and one-half years.—Report.

Appoint Business Manager.

Minneapolis, Minn. The school board has completed the reorganization of its business department by the appointment of an executive officer at an annual salary of \$3,000.

The man filling this position will have direct supervision over the school properties and their maintenance. He will represent the board in all negotiations relating to the construction and repairs. He will supervise the purchase, receipt and distribution of all supplies. He

will engage and discharge such employees as are needed to carry on these activities, and annually submit to the board the list of janitors to be appointed. It will also be one of his duties to report to the board each month on the construction, re-construction, repairs and maintenance of school properties and the distribution of supplies.

Alameda, Cal. The school board has adopted the following rules to define the duties of a newly created officer, the supervisor of hygiene:

1. To inquire into the sanitary conditions of the schools and recommend such improvements or changes in sanitation as may be necessary.
2. To instruct principals and teachers in regard to school hygiene.
3. To examine pupils reported for some chronic or possibly contagious disorder.
4. To make such physical examinations as may be necessary to determine the physical fitness of pupils for study, and to recommend physically defective pupils to parents for attention.
5. To organize and supervise all work in physical culture in the schools.

Racine, Wis. The school board has decided, recently, to rent to the pupils in the schools all text books which they have in the past been required to buy. For the present, two newly adopted texts will be rented so that the plan will be put into operation gradually. Children in the lower four grades will pay a rental equal to one-third the retail price of the books. In the upper grades and the high school the rental will be one-fourth the retail price of the texts. A committee has been detailed to work out a system of fines for the improper use of books.

TEXT BOOK NEWS.

Judson & Bender's Graded Literature readers have been adopted recently in more counties of the state of Washington than any other single series. The list of counties is as follows:

Basal—Adams, Clallam, Columbia, Cowlitz, Garfield, Grant, King, Lincoln, Mason, Spokane, Wahkiakum, Whitman, Yakima.

Supplementary—Chelan, Ferry, Jefferson, Pierce counties.

Monmouth, Ill. Adopted Seegmiller's drawing books.

Lawrenceburg, Ind. The county school board has adopted Mowry's history (Silver-Burdett); Elson's fourth reader (Ginn); Webster's academic dictionary.

Hamilton, O. Adopted Ashley's American Government.

Wheeling, W. Va. Adopted Gilbert & Brigham's physical geography (Appleton); Collin's algebra, first year course (American); Corona song book, Gregg's system of shorthand.

Barnes' Practical Course in Benn Pitman Shorthand has been introduced in the Council Grove, Kans. high school. The book is meeting with unqualified success.

Springfield, O. The Halcyon song book has been introduced in the high school.

Barnes' Practical Course in Graham shorthand has been selected as the shorthand text in the South Bethlehem, Pa. high school.

Peoria, Ill. The school board has adopted Wentworth-Smith arithmetics (Ginn); Hitchcock's (enlarged) practice book in composition (Holt); Gunnison & Harley's Latin book (Silver Burdett); Hopkins' physical geography (Sanborn); Bennett's Caesar (Allyn & Bacon).

Syracuse, N. Y. The Isaac Pitman system of stenography has been adopted for use in the Commercial Department of the high school.

Newark, N. J. The following works, issued by Isaac Pitman & Sons, have been added to the supply list for use in the high schools: "Pitman's Progressive Dictator," "Business Correspondence in Shorthand," "Selections from American Authors," "Commercial Shorthand," and "Rip Van Winkle."

Chas. E. Smith's "Practical Course in Touch Typewriting," published by Isaac Pitman & Sons, New York, has recently been adopted in the following schools: Grand Rapids, Mich.; Chester, Pa.; Attleboro, Mass.; Atlantic City, N. J.; Newburgh, N. Y.; Santa Monica, Cal.; Mamaroneck, N. Y.; Phillipsburg, N. J.; Sea Cliff, N. Y.; Waterloo, N. Y.; Lincoln, Neb.; Conshohocken, Pa.

Isaac Pitman shorthand has recently been adopted in the high schools at Newburgh, N. Y., Milburn, N. J., and Mount Vernon, N. Y.

Wichita, Kans. Barnes' Complete Typewriting Instructor has just been selected for use in the high school.

Jacksonville, Ill. The school board has adopted Stone-Miller geometry (Sanborn); First Year Latin (Scott-Foresman); Seegmiller's Applied Arts Drawing Books (Atkinson).

New text books introduced in the public schools of Kansas City, Mo., include Elson's United States history, Granville's trigonometry and Wentzlauff's Mental Man.

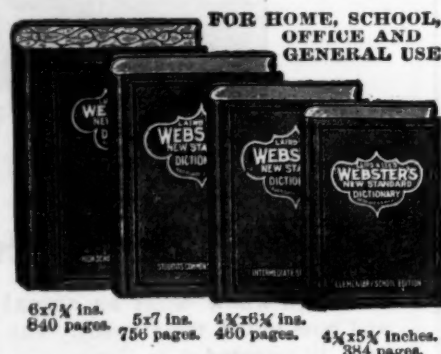
Riverside, Cal. The Riverside county school board has adopted Jay's arithmetic without a pencil (Heath); Supplementary arithmetic leaflets (Britton Printing Co.); Corral's bookkeeping; Gulick's physiologies (Ginn); Ritchie's Primer of Sanitation (World); Hilgard and Osterhaut's agriculture.

Adrian, Mich. Adopted Joynes-Wesselhoeft's German grammar (Heath); Elson's third reader (Scott-Foresman).

Prof. Henry Lewis Cannon of Leland Stanford Junior University, author of "Reading References in English History" which has recently been issued from the press of Ginn & Company, has become an associate editor of the "History Teachers' Magazine."

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schools, is most opportune for the report of the commission authorized by the Russell Sage Foundation to find out why 250,000 children quit school yearly.

Dr. Luther H. Gulick, who makes the report, gives as his first reason the lack of adjustment between the length of the compulsory education and the length of the school course. Next to this, he places losses due to preventable ill health or to removable physical defects. That the education of future citizens should be stopped by preventable causes is a deplorable state of affairs, which, fortunately, is being gradually remedied by medical inspection and proper instruction. The Gulick hygiene series (Ginn & Co.) is a valuable contribution by Dr. Gulick toward the improvement of public school and home health conditions.

Barnes' complete typewriting instructor has recently been introduced in the high school at Corry, Pa.

Springfield, O. The following books have been adopted for the high school:—

Moore and Miner's business arithmetic, Adams' commercial geography, Sykes' elementary English composition and Gorton's physics.

The Western Kansas State Normal School at Hays has recently adopted Barnes' Practical Course in Benn Pitman Phonography. The Emporia State Normal several months ago introduced the same book.

Argenta, Ark. New books adopted for the public schools include Whites' arithmetic, Mother Tongue Language Books and Educational Primer. Madison, Minn. Adopted Barnes' Brief Course in Benn Pitman Shorthand.

Cheyenne, Wyo. Barnes' Typewriting Instructor has been introduced in the high school.

Houghton, Mich. New text books recently introduced into the high school include: Cheyney's English history (Ginn); Shutts' geometry (Atkinson); Slaughter-Lennes' algebra (Allyn & Bacon).

Adrian, Mich. Adopted Gulick's hygiene series, Elson's sixth readers, Scott and Denny's composition.

The complete story of the origin, development and use of the so-called Arabic numerals has recently been completed by David Eugene Smith of Columbia University and Louis Karpinski of

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the University of Michigan and will be issued by Ginn & Company.

The book will include a scholarly discussion of the entire question of the origin of numerals, the introduction of the zero, the influence of the Arabs, and the spread of the system about the shores of the Mediterranean and into Europe. Both authors are well known scholars in the history of mathematics. Their treatise is based upon exhaustive research both in Europe and in America. The text will be illuminated with facsimiles from early inscriptions and manuscripts.

Champaign, Ill. The following books have been adopted for the elementary schools: Reed's primary speller (Merrill); Milne's arithmetic, second book (American); Mother Tongue Language books (Ginn); Curry's literary readings (Rand-McNally). For the high school these texts have been selected: Hale's Latin prose composition (Atkinson); Walker's Caesar (Scott-Foresman); Voss' German (Holt); Pope's German composition (Holt).

Rockford, Ill. The school board has recently adopted Gulick's Physiologies (Ginn); Economy writing books (Laurel Book Co.); Row's Essentials in English (Row-Peterson); Redway's commercial geography (Scribner); Salisbury's physiology (Holt); Hitchcock's practice book (Holt).

Book IV in the series of "Children's Classics in Dramatic Form," by Augusta Stevenson, formerly a teacher in the Indianapolis schools, is announced for publication this fall. The success of the two earlier books has encouraged the publishers (Houghton Mifflin Company) to continue with other volumes, and Book IV is said to be even better than the two preceding books. This is the only series of dramatic readers which is now offered for school use.

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TENDENCIES IN INDUSTRIAL EDUCATION.

By James Y. Joyner, President N. E. A., Raleigh, N. C.

Any educational system to be vital and useful in a democracy must have its roots in the life and needs of all the people, must be shaped in accordance with the demands of the present and the ideals for the future. Not only must the needs of an existing civilization be met, but the seeds of future progress therein must be sown through education in each generation. Education, therefore, must develop the power of modification and mutation as well as the power of adaptation.

In the United States, where the changes in civilization and life have been so rapid and revolutionary, it would be exceedingly strange and distinctly unfortunate were there not continuous educational discussion and criticism, fermentation and unrest, experimentation and investigation, accompanied by changes in conceptions, systems, and methods of education, some progressive and some reactionary. So long as human needs increase and human life grows more complex, there can be in a democracy no cessation in the development of educational systems. To arrest the progress of education is to arrest the progress of civilization. A static system of education means a static system of civilization.

The thoughtful student may easily discern a few potent and permanent tendencies in American education. The greatest good to the greatest number and equality of opportunity to all are fundamental principles of democracy. One logical demand of democracy, therefore, is a system of education that shall provide equality of educational opportunity for all, and that shall best fit each for the greatest service to the greatest number. Out of this logical demand of democracy has grown the demand for industrial education.

In the aristocratic civilizations of the past the educational systems were based upon the idea that education was for the preparation of the privileged few for leadership. In their life and industry the masses of men were left untouched, unlifted, blind followers in the ways marked out by the leaders. With the growth of the democratic spirit, the recognition of the civil and religious rights of the common man, there dawned a new era of liberty. The common man has slowly come to understand that there is no liberty without learning, no equality of opportunity without equality of educational opportunity, guaranteeing to every child, as an inherent right, the chance to develop to the fullest every power in him for effective service.

With this new conception of his educational rights, the common man first demanded an equal chance for his child to obtain the same sort of education that the favored few alone had heretofore enjoyed. In obedience to this demand, a system of free elementary schools was established, furnishing equality of opportunity to the children of the rich and the poor, the high and the low alike to obtain therein the essentials of intelligence.

With increasing intelligence and broadening vision, this common man, in further declaration of his rights, demanded equality of opportunity for his child to enjoy the advantages of fuller development, through higher education, until here in America in most of our states democracy has constructed an educational ladder, from the door of the hovel and the door of the palace, from the kindergarten to the university, without missing a round, up which every child may climb as far as he has the capacity and the time.

With still increasing intelligence and broadening vision, this common man with his saving common sense has seen that even this system, modeled as it was at first largely after the traditions of the past for training for leadership alone, was failing to meet the varied needs of the many with their varying tastes, talents, and environments, that the elementary schools were leading only to the secondary schools, the secondary schools only to the college and the university, the college and the university only into the three so-called learned professions—law, medicine, and theology—overcrowding these professions, misleading many unfit ones into them, leading many of the brightest and most ambitious of the children of the industrial masses away from the pursuits of their fathers, and leaving the major industries of the world, in a commercial and industrial age, largely untouched by skill, culture, and training.

Then came his protest and his demand that his schools and colleges should provide courses of study ministering to the varied needs of the many, to fit the common man to meet and solve the common, everyday problems of his life, and to lift his life to a higher plane of efficiency, service, and happiness. In obedience to his protest and demand, the colleges and universities first established elective courses of study, adapted to the varied talents, tastes, and needs of the varied classes of students. The democratization of the courses of study in the colleges and universities, stimulated by the passage of the land grant acts and the establishment of the land grant colleges for special education in agriculture and the mechanic arts, has grown apace, until they are now meeting the needs of a much larger class of students and touching helpfully, by preparing leaders, many of the major industries of our country.

It was a natural evolution of democracy that the course of instruction in the secondary schools should be adapted to the needs of the many, should lead into life as well as into college and into industrial pursuits instead of away from them.

Originating in a fundamental need of democracy and humanity, enforced by the insistent demand of the industrial masses who are the people, and whose expressed will must at last be the law in a democratic republic, this movement for industrial education must become a fixed part of our educational system everywhere. To guide it wisely is the work and the duty of our profession.

It has its dangers. The apostles of this new truth, blinded by its first dazzling burst of light, in an enthusiasm amounting almost to fanaticism, may lose their educational perspective in their insistence upon vocational education, may forget that education has any other end but the vocational. In an almost revolutionary reaction from an educational system in which the so-called cultural was made the chief and almost the sole aim of education, under which

(Concluded on Page 25)

Schools Should Be Dustless

Science of Health.

The science of health—i. e., sanitary science—as it stands today is a product of slow, painful, and costly evolution. For many centuries its one dominating thought was the cure of disease. During all these years of needless sickness and suffering there were no attempts made for the protection of communities by preventative methods.

Now all this is changed. We have reached a point where it is recognized that it is the duty of the state to teach, preach, and enforce measures for the prevention of all the diseases known to be amenable to sanitary administration. And with all this is coming the spread of sanitary knowledge among the people, to the end that every citizen may aid in establishing and maintaining conditions that make for community health and happiness.—Chicago Tribune.

Diseases in the Schools.

War is not needed to reduce population as has been claimed by one unbalanced writer. Dr. Alvin Davison, a physician of reputation, makes the statement in one of the June magazines that "more than 100,000 children of school age are annually laid prostrate by the three preventable diseases of diphtheria, tuberculosis and scarlet fever, and 20,000 of these illnesses terminate fatally. In diphtheria and scarlet fever, the infection generally passes from pupil to pupil in the early stages of the disease, which only medical inspection can detect."

If these diseases are preventable, and it has been demonstrated that such is the fact; and if they are common, as we all know they are, in small towns as well as large cities, then it naturally and logically follows that somebody is responsible for this constant ravage by death. That somebody is the public, and as a rule the public is indifferent. Bring the facts and the dangers right home to the family, to the fathers and mothers, and they will begin to realize that the public's health is their own affair. Until this is done, and done in this way, the slaughter of the innocents will go on.—Davenport (Ia.) Democrat.

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Dusty floors simply teem with these micro-organisms. Sweeping will not dispose of them. The action of the broom merely swishes the dust and germs into the air and affords an opportunity for them to circulate with every current of air. We must, then, regard dry-sweeping as particularly dangerous, and there should be a crusade in every school, every store, in every public building against the practice.—Catholic School Journal.

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The Rescue of Cuba.

By Andrew S. Draper, Commissioner of Education, New York state. 235 pages. Silver, Burdett & Co., New York.

Scholarship and an appreciation of historical causes and conditions appear on every page of this volume. The opening chapters sketch the status of Spain in the sixteenth century. She then had a commanding position and greater possessions than any other European power. But her self-destructive methods caused the loss of one after another of her dependencies, until in 1898 Cuba and Porto Rico in the West Indies with their groups of islands in the Pa-

cific were all that remained of an empire once almost world wide. The pitiable condition of the Cubans at this time made the United States declare that the oppressed island at its doors should go free. With a navy half ready and an army not half ready the government declared war. A lack of suitable clothing for a hot climate, of a well organized medical staff, of adequate transportation and supply departments, of smokeless powder, resulted in great and needless loss of life. A mournful consequence of the unbounded confidence of our nation that it can do anything it undertakes and do it quickly. Patriots should read, consider and digest the chapter of preparation for the war. The accounts of Dewey's battle in Manila Bay, of the battles of El Caney and San Juan in Cuba, of the destruction of Cervera's fleet are clear, accurate and distinctly dramatic. Incidents showing bravery, self-sacrifice, personal loyalty, dogged perseverance, are well told and stir the blood. Honor due is given to the work of the volunteers, to the fine marksmanship of our gunners. The declaration of war, the protocol of peace are given verbatim. The pros and cons relating to the retention of Porto Rico and the Philippines are stated with fullness and fairness.

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The Ideal Teacher.

By Geo. Herbert Palmer, Harvard University. 30 pages. Price, \$0.35. Houghton Mifflin Co., Boston.

This essay first appeared in the Atlantic Monthly, whose readers at once felt its fine quality. It was later the initial paper in a volume of essays fittingly named "The Ideal Teacher." It is now issued separately, as one of the Riverside Educational Monographs. In this essay the author writes wisely and lovingly of the four characteristics a teacher must possess. He must be vicarious, must be able "to understand how his subject should appear to

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This is the first book of the kind that has been published, and it will meet with much commendation. Not intended for college use, it will be found valuable for technical schools. It is simple and intended for beginners. Nothing higher than algebra is required for the solution of the problems. It emphasizes the important relation of mathematics to manual training, and purposes to strengthen the pupil's mathematical ability and facilitate his shop work.

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By S. Y. Gillan. Cloth, 32 pages. Price, ten cents. S. Y. Gillan & Company, Milwaukee.

A reading of this sensible discussion of the school-book problem is recommended to all school men and also to agitators, who are making capital of the popular cry against the book houses. Mr. Gillan discusses briefly the wonderful progress in book making and points out the fact that while every staple line of commodities has advanced from 33 per cent to 120 per cent in price during the past fourteen years, school books have decreased ten per cent. The evils of some recent freak book-laws are pointed out and suggestions for sensible measures are made.

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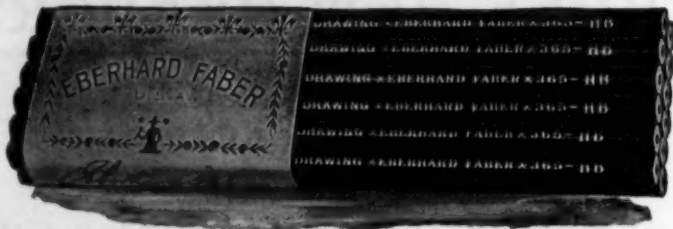
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Ethics for Children.

By Ella Lyman Cabot, member Massachusetts board of education. 254 pages. Price, \$1.25. Houghton Mifflin Co., Boston, New York, Chicago.

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TALKS ON MAPS.

The inadequacy of a political colored wall map with terrestrial formations imprinted is well known to every educator. It does not require special attention since up to date teachers would not consider the map satisfactory for classroom use. Frequently the selection of maps clearly shows that either the board of education or the teacher is not aware of the different styles and systems of present day wall maps. To facilitate the choice of a proper school map is the purpose of the following article.

Of the many methods of showing the natural structure of a country, but four have attained any general adoption: These are Contour Lines, Hachures, Hypsometric Coloring and especially Relief Shading.

The introduction of the contour lines in the cartography was originated by the Swiss Civil Engineer Ducarla and the Frenchman Dupain-Triel. The gentlemen designed a map of France connecting all points of equal elevations by curved lines and presented the map to the French Academy of Sciences (A. D., 1771). The relief is shown by a series of continuous lines connecting points of equal height, equidistant in their vertical projection. This system is most perfect to depict the numeric elevation of a certain point and to determine how much higher one point is than another, although not even experienced cartographers are able to recognize from the map the character of the relief.

It is not too much to say that one out of a thousand understands the Contour Line map, although everybody is able to determine on it the numeric altitudes of the isohypses. A map of this kind is rather a scientifically correct diagram of a region than the graphic reproduction wanted in a map. For topographical plates of a large scale this system is most advantageously used. For school maps, however, it is entirely unsatisfactory and has never gained any popularity.

To exhibit the relative relief, Franz Ritter von Hauslab, recommended systematic coloring of the isohypses. It was, however, left to the great cartographer Sydow to create the modern hypsometric color scheme. This system is largely used in designing school maps. Although it gives a picture of the distribution of terrestrial masses it cannot claim to give any information regarding the character of a certain region. It is also unable to show the hypsography, a fundamental feature of physical and political geography.

The insufficiency of both contour lines and the isohypical color system results from the use of merely conventional signs to give numeric deter-

minations to certain points, instead of depicting the relief on a scientific system. John George Lehmann, an officer in the Prussian army, introduced the hachures to illustrate on a scientific basis the more graphic structure of land, recognizing the fact that the character of a relief depends rather on the slope of its elevations than on the relative altitude. He used a system of small lines to depict the degree of terrestrial inclinations of the relief. Modifications of this system are used on large scale maps, especially on army maps, showing with striking clearness all inclines.

For school maps of small scale this system is not used, as the hachures would become too small to allow the correct distinctions of their size and density as to determine elevations with approximate exactness. Sydow, Gaebler and others combined the isohypical color system with hachures to give details between the different elevations. The hachures in this style of maps are used rather as a means of shading than for the determination of relative altitudes. However skillful and artistic the combination of hachures and hypsometric coloring may have been, it did not comply with the main requirements of the map—necessary clearness. Also the demand by Sydow for a "true picture" of land could not be specified by this combination. The solution of the problem was left to the most modern method of cartography—the relief shading.



At the beginning this new system made slow progress, principally on account of the controversy that arose among different cartographers in regard to the right angle of illumination. Here and there experiments were made with some results, one using lighting at 90 degrees, another at 30 degrees; some believed 60 degrees to be the proper angle. Failure of all was due to the fact that these cartographers adhered too strongly to Sydow's Hypsometric system to show the relative elevations.

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During this controversy Prof. Kuhnert designed a number of maps strictly based on the principles of light and shade. These were mathematically developed by H. Wiechel. Ten different shades were employed, scientifically correct and based on the isophical lines as constructed by H. Wiechel. Thus, he created a system of isophical shading that not only gives the characteristic picture of the relief, but also allows the numeric determination of elevations and depressions. The pedagogical value of this system is especially great as the graphical value of the map advanced with the distance of the observer. The pupil obtains at the first glance a correct picture of the terrestrial formations. He is not forced to translate in his mind conventional signs in order to form an impression of the relief. Every educator before selecting geographical material ought to acquaint himself with the newer publications; especially to give the Kuhnert maps most careful attention.

School Supplies.

Milwaukee, Wis. Sanitary drinking fountains for all the public schools of the city have been purchased from the Kundle-Spence Manufacturing Company.

Minneapolis, Minn. Contract for forty Medart steel lockers and a quantity of Medart gymnasium apparatus for the high schools has been awarded to the L. F. Kennedy Company.

Spokane, Wash. The school board has awarded a contract for four hundred "Lyon" metal lockers to the Pacific Bank Note Co.

Lynn, Mass. The school committee recently purchased one hundred Keith bubbling drinking fountains, manufactured by the L. E. Knott Apparatus Company, Boston. The Keith fountains were selected in competition with other makes because of the automatic regulating device with which they are equipped. This regulator keeps the height of the jet flow uniform even when the water pressure fluctuates from ten to one hundred pounds.

Pittston, Pa. Contracts have been awarded to Roberts & Meck, Harrisburg, for general school supplies, and to the Caxton Company for desks.

Chickasha, Okla. Furniture for the new state girls' school will be supplied by the Sigmon Furniture Co.

Racine, Wis. Contract for tables and chairs has been awarded to the American Seating Company, Chicago.

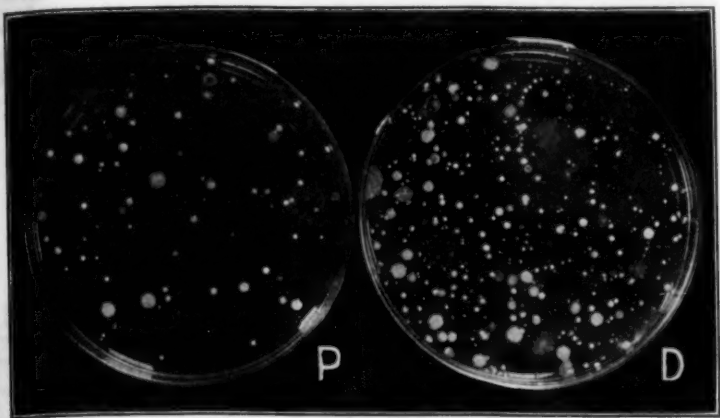
Sandstone, Minn. Blackboards have recently been purchased from M. H. E. Beckley, Chicago.

Wilkesbarre, Pa. Vacuum cleaning system purchased for new high school from the Vacuum Engineering Company, New York City.

Worcester, Mass. A portable schoolhouse has been purchased by the board of education from the Springfield Portable Building Co.

Massillon, O. The school board has decided to purchase "run of mine" coal for all its schools. Last winter the board purchased lump coal, slack and screenings experimentally, but found the "run of mine" most satisfactory for its furnaces.

Frank H. Lewis of Longmeadow, Mass., has



Photograph of two plates of pure meat jelly. P was left open four minutes in the school room being swept with the use of Perolin. D was left open four minutes in the same school room the next day while it was being swept dry. The spots show where germs fell on the plates and grew.

THE germ life present in dust is not visible to the naked eye, but when brought under the microscope, it becomes a living picture.

The illustrations above present such a picture, being photographic reproductions of the original plates prepared by Alvin Davidson, Ph. D., Professor of Biology, at La Fayette College, in his exhaustive experiments with PEROLIN, as an effective agency in overcoming the dangers of dust in the schoolroom. His conclusions must appeal to school boards, teachers, parents and all others charged with the responsibility of child life and its development.

The daily use of PEROLIN on the floor, destroys all dangerous forms of germ life, as Professor Davidson has shown, thus minimizing the spread of contagious diseases; eliminates entirely the dust nuisance; scours and slightly polishes the floor, obviating scrubbing and other treatment, and neutralizes all unpleasant odors. It is inexpensive, requires no special equipment, and actually assists in the work of sweeping.

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Invented a sanitary blackboard eraser which, it is claimed, does away with all dust in the schoolroom.

It is a paste composition having something the appearance of very soft rubber. When rubbed over chalk marks the dust becomes incorporated with the material, and by kneading, just as flour is kneaded into bread, the dust is effectually disposed of. The eraser can be used for a long time, and is comparatively inexpensive. It is especially applicable to kindergarten work, where many colored crayons are used, certain elements of which are injurious when breathed into the body. The eraser has been taken up by some of the principal school supply houses of the country, and its inventor believes that sooner or later public opinion will demand that it be used in all schools. Something similar has been gotten out by Mr. Lewis in a smaller size for use of artists and draughtsmen. This eraser collects all the crayon particles instead of leaving them on the paper to be blown or wiped away.

Spokane, Wash. Contracts for school furniture have been awarded as follows: Pupils' desks, Northwest School Furniture Co.; teachers' desks, John W. Graham & Co.; chairs, Goble, Pratt & Robbins.

Results of Contest Announced.

The American Crayon Company, Sandusky, Ohio, has announced the results of the national crayographing contest, which it instituted last spring.

The contest brought together drawing from schools in every state of the Union, and afforded splendid opportunities for judging work done in different school systems. The contest drew the attention of school people very generally to art study, particularly to crayons, as an ideal material in school art.

The jury, of which Mr. Henry Turner Bailey, North Scituate, Mass., was chairman, awarded the principal prizes as follows:

General School Prizes of \$25 in Art Reproductions—High school, Stockton, Cal.; Township high school, Oak Park, Ill.; Eighth Grade, Pittston, Pa. school; Eighth Grade, North Billerica, Mass.; Collegiate Institute of Holy Angels, Fort Lee, N. J.; Sixth Grade, Oronoque, Conn.; Third Grade, Utica, N. Y.; Fourth Grade, Oakdale, Cal.; Second Grade, Meriden, Conn.; First Grade, Manistee, Mich.

High School Students—First prize of \$50 to Miss Bess Pritchard, Stockton, Cal.; Second prize of \$25 to Mary Jones, Oak Park, Ill.; Third prize of \$10 to Wm. Valgren, Fitchburg, Mass.

Seventh and Eighth Grade Pupils—First prize, \$40 to Theodore Belarsky, Dupont, Pa.; Second prize of \$20 to Flor E. Naston, North Billerica, Mass.

Fifth and Sixth Grades—First prize, \$30 to Marcella Blanc, Fort Lee, N. J.; Second prize of \$15 to G. L. Ryder, Oronoque, N. J.

Third and Fourth Grades—First prize of \$25 to Walter Fehr, Utica, N. Y.; Second prize of \$15 to Harban Peters, Oakdale, Cal.

First and Second Grades—First prize, \$20 to Paul Mason, Meriden, Conn.; Second prize of \$10 to Arvid Thorin, Manistee, Mich.

In addition to the above, 420 boys and girls were awarded individual prizes consisting of water colors, manufactured by the American Crayon Company.

Tendencies in Industrial Education.

(Concluded from Page 21)

universal education meant the same sort of education for all sorts of people, it is not unnatural that there should be an over-emphasis of the utilitarian, the vocational, the adaptation of education to the environment and the individuality of every sort of child. In swinging from one extreme that produced men with an education without a vocation, we must not swing to the other extreme that will produce men with a vocation without an education.

In making our schools minister to the new needs of men, arising out of an ever-changing civilization, we must not fail to make them continue to minister to the eternal, the common, the universal needs of men, arising out of their common nature, and the nature of their common life as parent, citizen, member of society. In making them minister to the material we must see to it that they also minister sufficiently to the emotional, the imaginative, the aesthetic, in a word, the spiritual. That civilization which does not provide in its educational system for the cultivation of those faculties that fit men to make a life, is as surely doomed as it is that which fails to provide for the cultivation of those that fit men to make a living.

Offer Sample Adjuster.

Mr. R. R. Johnson, Chicago, manufacturer of the Johnson window shade adjuster, is offering to boards of education an opportunity to test his device without charge. To any official desiring a trial, Mr. Johnson will send a complete adjuster with stops, cords and moulding ready to set up.

The Johnson adjuster is widely used for schools, hospitals and other public buildings, where the absolute regulation of light is essential to the comfort of the occupants. Its low cost makes it a desirable addition to the equipment of any modern schoolroom.

OFFICIAL PUBLICATIONS.

Ft. Collins School Report. Prepared by M. F. Miller, superintendent of schools, Ft. Collins, Colo.

London School Report, 1909. Report of the board of education, superintendent and school officials of London, Ont., Can. Prepared by Mr. C. B. Edwards, Inspector.

Good Roads and Better Schools. By L. W. Page. 8pp. Issued by the National Grange, Concord, N. H.

Opportunity of the California High School for Industrial and Agricultural Education. By Edward Hyatt, Sacramento, Cal. 24pp.

Fiftieth Annual School Report, Princeton, Ind. Harold Barnes, superintendent. Includes a history of the Princeton schools and an interesting discussion on medical and dental inspection.

Annual Circular to Teachers, prepared and issued by County Superintendent Cyrus S. Grove, Stephenson County, Freeport, Ill. Full of "ginger talk" for country teachers.

Washington Biennial State School Report. By Supt. Henry B. Dewey. 234 pages. Contains in addition to a complete statistical review, interesting discussions of current educational topics, etc.

Dr. Frank M. McMurry's "How to Study" is now in its sixty-second thousand. The publishers (Houghton Mifflin Company) report adoptions of eleven State Teachers' Reading Circles.

Barnes' Complete Typewriting Instructor and also Barnes' Brief Course in Benn Pitman shorthand, have been adopted for use in the Connersville, Ind., public schools.

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The use of **Horsford's Acid Phosphate** has been found exceedingly valuable in nervous disorders, restoring energy, increasing mental and physical endurance, and as a general tonic.

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Caught.

In a section of the South where until recently a superintendent might be a doctor, or lawyer, or what-not, an old time preacher supervised the country schools. One day a member of the county school board, who also attended the church of the minister-teacher, criticized his inattention to his school duties.

"You don't believe that I practice what I preach?" asked the superintendent.

"No, I don't," replied the member, "you've been preaching resignation for a year, but you're on the job still."

Athletics Carried Too Far.

"We all know that college athletics can be carried too far. I remember an incident that befell an athletic friend of mine—a Princeton or Yale man, I forget which—back in '99.

"This chap, training for the hockey team, went stale. The coach sent for him and said indignantly:

"You're in a pretty state. Why, man, you are as pale and soft as putty. Been drinking?"

"Not a drop," said my friend.

"Then you are smoking too much."

"No, sir; I haven't touched tobacco since I went into training."

"Studying?" the coach asked.

"Er—yes, a little," he admitted.

"Good gracious, man!" exclaimed the coach, "stop it at once! Have you no regard whatever for your varsity?"—New York Sun.

Looks and Sound.

A teacher in one of the lower grades of the public schools gave a talk to her pupils the other day about proverbs. After reciting several proverbs, such as the one about the early bird and others, she told the pupils that they were each to write out some old proverb and bring it to school next day.

The next day when the teacher took up the proverb proposition again, one little girl handed in this: "Ferrick's change is no robbery."

"Did you copy that from a book or from a phonograph?" asked the teacher.

Der gute Herr.

"D — bitte, Herr Professor, ich hab' eine Stecknadel geschluckt!" jammerte das erschreckte Dienstmaedchen, in das Studezimmer ihres Herrn stuermend.

Tuht nichts, tuht nichts, Marie," meinte dieser, tief in Studium, „hier—haben Sie eine andere!"

Only Once.

A primary teacher of Chicago, wishing to impress upon her pupils the necessity of greater quiet, said:

"I am a great deal larger than any of you, yet I don't make any noise when I walk around the room."

"Perhaps," remarked little seven-year-old Kenneth, "you don't wear shoes."

"Oh, yes, I do," quickly replied the teacher; "just look. Did you ever see any larger than mine?"

Kenneth surveyed them carefully.

"Yes," he replied slowly, "once—in a show."

In every organization there are some people who are like the "p" in pneumonia—utterly useless, and yet sure to make a bad spell for the rest if they are left out.

In the Hazing Season.

From a crowd of rah-rah college boys celebrating a class victory, a policeman had managed to extract two prisoners.

"What is the charge against these young men?" asked the magistrate before whom they were arraigned.

"Disturbin' the peace, yer honor," said the policeman. "They were givin' their college yells in the street an' making trouble generally."

"What is your name?" the judge asked one of the prisoners.

"Ro-ro-robert Ro-ro-rollins," stuttered the youth.

"I asked for your name, sir—not the evidence."—Everybody's.

A Storage Battery.

A bit of dialogue in the Chicago Tribune seems to indicate that science has no monopoly of knowledge, and that even in definitions of its own making there may be an unsuspected wealth of meaning.

"Thomas," said the teacher of the night-school, "can you tell me what a storage-battery is?"

"Yes'm," replied Thomas, readily. "I know. It's de pitcher an' ketcher what de cap'n brings out when de udder fellers begins to pile up runs on 'im."

Doing Too Well.

"Has your boy made any progress in his studies?"

"Yes, he's doin' so well in his studies that I'm kind of afraid he's neglectin' his tennis and horseback ridin'."

The late Professor James once made this comment upon a very exquisite and very idle millionaire sophomore from New York: "What time he can spare from the adornment of his person he devotes to the neglect of his duties."

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He—"We'd have won the football game if our captain hadn't lost his head."

She—"Mercy! Was it so bad as that? I heard it was only an ear."

A former normal school teacher watched the development of her little daughter with much loving care commingled with scientific interest. The child's early attempts with pencil and paper she treasured as a record of its growth in self-expression.

One day the child worked a long time drawing a picture of her father. Finally she stopped and showed it to her mother.

"I guess," she said, "I'll put a tail on it and call it a monkey."



Far Fetched.

Proud Mother: I do believe that boy of mine is going to be a humorist.

Visitor: Do you think so?

Proud Mother: A school essay he wrote last week began: "The natives of Iceland are a cold and distant people."

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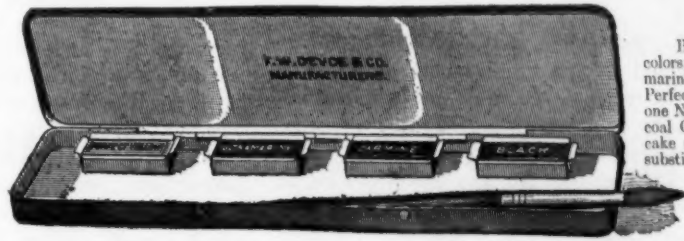
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THREE PROMOTIONS INTRODUCED.

Supt. W. H. Elson of Cleveland has changed the term divisions of the elementary schools so that in the future there will be four terms, each twelve weeks in length, with intervals of one week vacation between them. The schools will be in session continuously the year round but no teacher or pupil will be compelled to attend more than three terms out of four.

In discussing this innovation Mr. Elson recently said:

"The all-year school is a possible mode of offering benefit to children 14 years of age who have not completed the fifth grade, and who may not, therefore, withdraw from school to go to work.

"For the service of such pupils and others who may find the summer school helpful, the suggestion for a summer term was made—for a term that admits both promoted and non-promoted pupils on equal terms.

"The change from the annual promotion to three promotions a year made for the purpose of reducing the loss to the child that comes from repeating a whole year of work in case of non-promotion. It has nothing whatever to do with the question of the so-called all-year school.

"In the matter of promotions, no interest is affected except that of the children, and particularly those children who, for any reason, do not succeed with their work, whether by reason of illness, absence or from whatever cause.

"Many times children do not get well started in a grade in the early part of the year, and so in the first two or three months get so far behind in the control of the essentials in their work as to remain a drag upon the class throughout the year, both teacher and pupil

knowing that the case is hopeless so far as promotion is concerned. Such cases add greatly to the burdens of teachers.

"In making three promotions a year, a shorter period is covered, and the pupil is the better enabled to repeat this short period, doing so at once and saving two-thirds of the year, in many cases, instead of losing a whole year. It therefore saves time to the child and reduces the number of repeaters. This in turn saves money to the city.

"In this way, too, a child is saved the formation of bad habits of study which come from attempting to do work which he does not understand and the elements of which he does not control.

"The gradual introduction of this plan will not interrupt in any way the present organization of the school. It merely makes possible for the present the preventing of loss from the sources mentioned, and the giving of equal opportunity to all classes of children. It will enable the teacher to address her efforts equally to the strong and the weak in the school.

"The school is made for the child, and the demand is that the school machinery shall be so adjusted as to meet the varying needs of all types of children that knock at the door of the public school. Any additional burdens on this office which the three promotions a year may incur temporarily, are as nothing compared with the saving of loss to both the slow and the bright pupils in the schools.

PROBLEMS IN ADMINISTRATION.

(Concluded from Page 7)

The difference is so great that sometimes it is discouraging; and after a short time the energetic member decides that it is only effort wasted and he ceases to interest himself beyond

performing his duties in a perfunctory way.

It should be the aim of every town to secure as good men as possible for the board and then encourage them to do what they can to bring about such changes and development as will be beneficial to the whole town. The administrative problems which arise should be carefully considered and either developed or else retired to that realm where lost reforms are wandering around in outer darkness. Reforms will not come by immediate action, even under the most favorable circumstances. The administrative body will find that a slow growth, a development, a moving forward from one thing to another will be far better and will accomplish more in the end than all the sudden and disturbing reforms that could possibly be planned.

Administration should be progressive, but conservative. Not every man who has a scheme has one that it is worth while to adopt. And here the hard sense of the members of the board should be exerted in determining what should and what should not be adopted. The situation developed will be much more satisfactory if these methods become the common practice of the various boards.

Good men who can give a reasonable amount of time to administration problems will be found more effective as members of boards than all the so-called reformers it is possible to procure. Therefore, the administration problems of the average board will be greatly simplified and their work will be more effective if the people understand this and elect their members accordingly.

Portland, Me. Four physicians have been appointed by the board to carry on the system of medical inspection recently adopted.

STANDARDIZING RESULTS OF TEACHING.

(Concluded from page 4)

a given period of time of which permanent record can be made. We must note, therefore, the desirability of preserving strict and accurate records of examinations whereby we may test the efficiency of schools for any given period of time as compared with some other given period. We will recall that Principal Riley of Springfield, Massachusetts, some years ago, came into possession of a "bound volume containing spelling tests and examination questions with answers of the year 1846." Principal Riley propounded the questions to pupils of his school in the year 1905. We will recall that the educational journals of the country eagerly discussed the results. The editor of the School Journal (New York) spoke of it as one of the most important contributions to tangible pedagogy during recent years. Conservative educators will properly hold that a single such examination, while indicating much, proved nothing. But a series of such examinations, covering a sufficient number of years, and propounded to a sufficient number of pupils in a sufficient number of schools, might be made practically to demonstrate the efficiency of the schools of a given period as compared with some other like period.

Records of examinations in order to become significant, would need to include at least the questions propounded, type papers with the gradings thereon, the ages and state of advancement of the pupils examined, and the time allowed for the examinations. The examinations would need to test power and skill as well as knowledge; and the special purpose of the examinations would have to be unmistakable. Examinations will never be significant in the sense in which we are now considering them until they are conducted honestly and in the spirit of investigation rather than in the spirit of making a showing. Here arises the need of efficient supervision of examinations. Whether that need will ever become of sufficient importance to justify regents, or examiners, or assistants to state superintendents, I am unable to say.

A great forward step in standardizing the results of teaching has been accomplished in the card system records devised during recent years. Whether the records shall be kept on cards or otherwise is immaterial except in so far as all labor-saving devices should command the respect and consideration of busy teachers. The vital thing is the placing within narrow compass and in form easily accessible to statisticians, investigators, and scientific educators, the educational history of pupils. Just what facts should be included in these records may be

a matter for speculation. Assuming that a pupil's education in the public schools is to be accomplished in a single school or in the schools of the same city or system, present needs would seem to include the following names of both parents, nationality or nationalities of parents, occupations of parents, age of pupil on entrance, promotions and non-promotions, attendance, grave punishments, and occupations of the child while a pupil. Now, if these records are placed in musty files and never resurrected, little good will come of them even to the pupils whose names appear on them. On the contrary, by comparing carefully from year to year the records of thousands or even hundreds of pupils, educators can demonstrate with reasonable accuracy, the efficiency or the inefficiency of schools. It must be plain that such records can be put to use in establishing relations between the work of the schools and the future life needs of the pupils who must pass through them. If there were no other reasons to justify the use of card system records, I would urge their expediency on the ground that standardizing results of teaching may be facilitated thereby.

The Census as an Aid.

Now I venture to mention a means of standardizing the results of teaching, which by reason of its novelty, I fear you may storm with protest or condemn as impracticable. However, in the firm conviction that "education is the chief business of modern civilization," I venture to suggest that the government should in some way take up the history of the individual just where his history as a pupil of the schools leaves off. Here again I have no well-defined ideas or plans to present. However, it would seem that the federal census could be put to no more valuable purpose than that of determining the effect of the various phases of education upon human activities. Certainly, the census would have to do more than enumerate the illiterates by races, nationalities and ages. Certainly, it would have to place the information gathered in narrow compass and make it easily accessible to the men and women of the lines. The census, I think, might undertake to give the educational history of the individual under such commonly understood terms as illiterate, elementary education, secondary education, higher education, including technical and professional education. It might, in a limited way, undertake to show of what state system or even of what city system of schools the individual is a product. It might undertake to show the relation between the several phases of education and crime. It might undertake to show the relation between education and wage earning or the production of wealth. It might, in some way, be made to demonstrate with reasonable accuracy, the results of the several phases of education as indicated above. Assuming that the ultimate results of the schools have been defined, it might in some such way, be made to demonstrate the efficiency of the several phases of education or of the school system of cities or states with regard to these results.

If "education is the chief business of modern civilization" and if its chief purpose is, as all will concede it is, to increase the sum total of human happiness, the government can well afford to undertake to show how much happiness or what kind of happiness should result from the several phases of education. Such a statement is based upon the assumption that happiness is measured in terms of wage earnings, the production of wealth, freedom from crime, the possession of healthy bodies, and highly organized community life.

Finally, like the poor we have always with us the teachers. In the last analysis, the easiest



THE kind of graduates that can step out of a business school into a new position and make good are the kind that build up the reputations of successful schools. With the new Smith Premier Model 10, where practically every operation is controlled from the straight line key-for-every-character keyboard, the work of writing is done solely by the hands—the mind is free for brain work. That is why business schools where the new Model 10 Smith Premier is used are graduating operators whose high average efficiency builds up the reputations of those schools.

The Smith Premier Typewriter Co., Inc.
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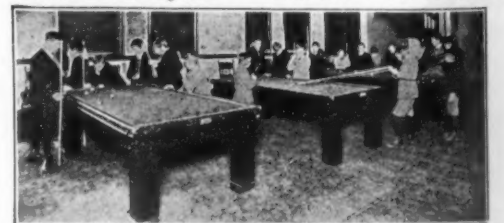


The simplicity of the VICTOR keyboard encourages the latest methods of fingering.

It is compactly arranged with the diagonal lines of the standard universal keyboard, which has shown itself, by actual record test to be the best arrangement for speed. One of the excellent features, peculiar to the Victor keyboard, is that it has forty-two keys, and yet maintains the same relative form as the thirty-eight key keyboard machines. This feature is of vast importance to students who have already begun on other standard keyboard machines.

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Grand Rapids, Mich.

and the most difficult way to standardize the results of teaching is to standardize the teachers. It cannot be denied that an improved teaching force is a fundamental educational need of every state in the Union. When we consider the infinite possibilities of the teacher and the limited extent to which these possibilities have as yet been developed, we will not deny that the first and the last problem in stan-

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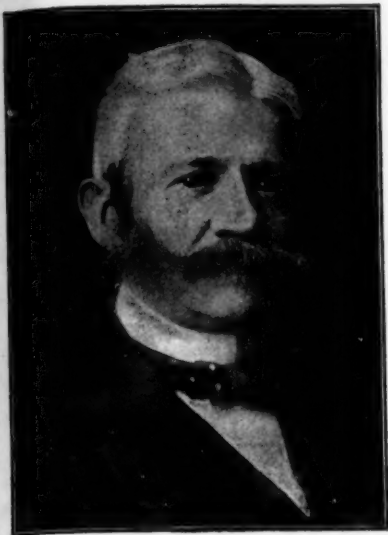
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standardizing the results of teaching is standardizing the teachers.

Convinced of the needs and mindful of the difficulties in the way, I have made these tentative suggestions of some means of standardizing the results of teaching. I am perfectly aware that I have not solved the problem. But, if in any way, I have contributed my mite to the solution of so interesting and important a problem, I am happy indeed.

Issues Catalogue.

P. H. Ma Girl Foundry and Furnace Works, Bloomington, Ill., have issued a catalogue of unusual excellence. From a mechanical point of view it is one of the best produced by any house this year. While modestly put in the introduction the company has "contented themselves with neat illustrations and brief descriptions of apparatus manufactured." The illustrations are unusually good and the descriptive matter is brief and well directed.

The catalogue, among other things, pictures and describes first the tubular air warmers. The plates for these are strong and show in detail every point of the equipment. Any school man could readily grasp every point as well as the experienced engineer. Next are described and illustrated the Long Low Air Warmers, which are especially adapted for low cellars and the warming of large volumes of air. Then the heating and ventilation of schools is taken up with an excellent lay-out of ventilated latrine closets, ventilated glass urinals, cast iron urinal, curved top cremating closets, together with stack and flue heaters used in connection with ventilating, flushing and cremating closet systems.

P. H. Ma Girl Foundry and Furnace Works deserve much praise for the present catalogue. It is prepared for prospective builders, although

it appeals to schools in a forcible way. The company is equipped to do work of exceptional variety, including warming, ventilating and sanitary apparatus for schools, churches and public buildings. Copies of this catalogue can be obtained by addressing the company at Bloomington, Ill.

LAIRD & LEE PUBLICATIONS.

Larger sales for Laird & Lee's Webster's New Standard Dictionaries are reported. The past summer has been the largest in the history of the business. Unusually large individual orders, together with a multitude of smaller orders, have reached the publishers, which certainly argue well for the books. This series was compiled on the idea of completeness, accuracy and ready reference, and time has shown how successfully this was accomplished.

The New Standard Speller, by C. D. Andrews, LL. D., is a simple system of progressive word building. Each word has been carefully chosen from the simple one syllable word to the complex names of cities, architecture, arts, sciences, trades, professions, etc. Many lessons in homonyms are given with special illustrated dictation exercises. The pronunciation is clearly indicated by diacritical markings for which a key is appended. The words are arranged in groups, which illustrate one or more special sounds, with the markings placed at the beginning of each group, thus teaching the child to depend more upon memory and less upon printed exercises. The lessons in derivatives teach the proper formations and the extensive supplement devoted to analysis and word-building proves an important and desirable study. Interest, simplicity and practical use are the basic principles of the book.

Wooster's Juvenile Speaker is a book of 112 pages and opens with an excellent frontis-

piece of George Washington. It contains recitations, songs, dialogues, speeches and exercises of all grades. It is suitable for Christmas and special days. Few books contain so much meaty verse or such clever rhymes for school use.

The Soul of a Serf, by J. Breckenridge Ellis, ought to be placed in every school library. It is one of those good stories of love and valor, with intensely dramatic action. As stated in this Journal, when the book was first reviewed, "it is refreshing for the vigor of the English, the strength of the story and the remoteness and strangeness of the scenes and events." It is artistically illustrated with colored frontispiece and nine full-page etchings in black and white. Fine book paper, extra silk cloth and an exquisite design in gold are employed on the cover.

These publications of Laird & Lee are worthy of attention. Of course the dictionaries, because of their variety and use, have received general adoption. Both the speller and speaker are nevertheless good and rank very high with similar books. The publishers deserve credit for their enterprise and energy manifested in their production.

"A Practical Course in Touch Typewriting," by Charles E. Smith, has been adopted by the following schools: Teachers' College, Columbia University, New York City; high school, Fall River, Mass.; high school, Lincoln, Neb.

Wooster, O. Hansen's English composition (Ginn); Brooks and Hubbard's composition-rhetoric (American); Krohn's physiology, first book (Appleton); Hamilton's arithmetic (American); Collins' algebra (American).

Mayne's Sight speller (J. A. Lyons & Co.) has recently been adopted for Black Hawk county, Iowa, Whitman county, Washington, and for the city of Spokane, Wash.

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Alabama.

Gadsden—Contract was let for school.

Arizona.

Bisbee—School will be erected. Morenci—Archts. Ottenheimer, Stern & Reichert, Chicago, Ill., have plans for 6-room school.

Arkansas.

Texarkana—High school will be built on College Hill; \$200,000. Balch—School will be erected. Brinkley—2-story academy will be erected. Luxora—Plans have been prepared for school.

California.

Vallejo—Propose issuance of \$60,000 bonds for high school. Alameda—Contract was let for school, Santa Clara Ave. Alturas—School will be erected; \$20,000. Oroville—School will be erected. Bairdstown—Plans have been prepared for school; \$20,000. Oakland—4-story school will be erected. Corona—Archt. Leo Kroonen will prepare plans for grammar school; \$25,000. Redding—Contract was let for high school mechanical building. Pomona—2-story high school will be erected. Pasadena—Roosevelt school will be rebuilt.

Colorado.

Denver—One-story school will be erected; \$3,000. Trinidad—Contract was let for high school. Denver—Art school will be erected.

Connecticut.

Bridgeport—4-room school will be erected. Cromwell—Archt. Geo. Griswold has plans for 2-story school. New Haven—2-story parochial school will be erected.

Georgia.

Macon—School will be erected. Collins—2-story school will be erected.

Idaho.

Caldwell—Archt. J. E. Tourtellette, Boise, has plans for high school; \$120,000. Salmon City—School will be erected; \$40,000.

Illinois.

Freeport—\$50,000 bonds were voted for school,

West Freeport. Chicago—Four 3-story schools will be erected; \$640,000. Monticello—School will be erected; \$18,000. Palmyra—School will be erected; \$13,000. Chicago—Parochial school will be erected on Union St. Aledo—Contract was let for school. Chicago—Plans have been prepared for parochial school, E. Eighty-fourth St. Cameron—Archt. N. K. Aldrich, Galesburg, has plans for school; \$3,000. Galesburg—Two schools will be erected; \$60,000. Raymond—\$1,000 bonds were issued for school, Dist. No. 129. Blue Island—2-room school will be erected; \$8,000. 6-room school will be erected; \$21,000.

Indiana.

Decatur—High school will be erected; \$30,000. Terre Haute—Bids were received for Davis Park school. Winslow—Contract was awarded for school; \$19,000. Pennville—Archt. Chas. Houck, Bluffton, has plans for school. Shadeland—Archts. J. A. Boonstra & Co., Lafayette, have plans for 10-room school. Galveston—School will be erected. Van Buren—Crane Pond school will be rebuilt.

Iowa.

Mallard—4-room school will be erected; \$6,000. Des Moines—Contract was let for East high school. Vall—Site was purchased for school. Montrose—School will be erected, Nashville Dist. No. 6. Rockford—School will be erected. Berwick—School will be erected, Sub. Dist. No. 2.

Kansas.

Atwood—Archt. L. M. Wood, Topeka, has plans for school; \$12,000. Maize—School will be erected; \$5,000. Lindsey—Archts. Hair & Smith, Salina, have plans for two schools; \$3,000 each. Leon—7-room school will be erected.

Kentucky.

Hopkinsville—High school will be erected.

Louisiana.

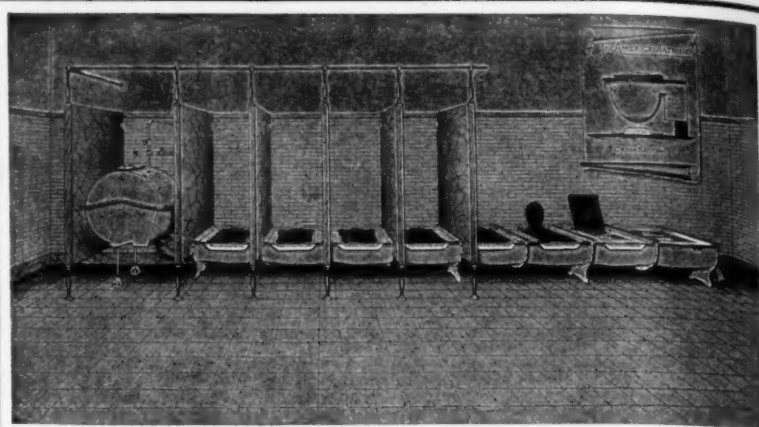
New Orleans—Site is being considered for boys' high school; \$60,000. Hackley—Contract was let for school.

Massachusetts.

Beverly—Washington school will be erected; \$85,000. Wellesley—Archt. T. M. James, Boston, has plans for school; \$80,000. New Bedford—Contract was awarded for textile school; \$60,000.

Michigan.

Cadillac—Plans have been prepared for school. Flint—Four schools will be erected.



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Minnesota.

Bemidji—2-room school will be erected; \$8,000. Crookston—Parochial school will be erected. Minneapolis—2-story school will be erected; \$85,000. 2-story parochial school will be erected; \$46,000. Moose Lake—Archts. Kelly & Lignell have plans for school. Willmar—Industrial school will be erected. Bowlus—Archt. R. E. Marshall, Minneapolis, has plans for grade school; \$5,000. Warren—Archt. F. E. Holden, Minneapolis, has plans for 3-story school. Lake Elmo—Archt. F. E. Holden, Minneapolis, has plans for school. Wattertown—Archt. R. E. Marshall, Minneapolis, has plans for high school; \$20,000. Northfield—High school will be erected.

Missouri.

Parma—Site has been secured for school. St. Louis—Plans have been prepared for 24-room school at Harney Heights.

Montana.

Great Falls—2-story school will be erected.

Nebraska.

Stanton—Contract was let for school. Doniphan—\$15,000 bonds were voted for high school. Potter—School will be erected. Sidney—School will be erected. North Bend—10-room school will be erected. Omaha—Site was secured for training school; \$40,000.

New Jersey.

Phillipsburg—Proposals will be received for school. Verona—Archt. Gustavus Staehlin, Newark, has plans for 2½ story school; \$26,000.

New York.

Meridian—Archt. Mark Conklin, Auburn, has plans for 2-story school. North Syracuse—Archt. E. A. Howard, Syracuse, has plans for 2-story school; \$5,000. Blasdell—Archt. T. W. Harris, Buffalo, has plans for 2-story school. Arkport—Archt. Otis Dockstader, Elmira, has plans for 6-room school; \$13,000. Brooklyn—Boys' high school will be erected.

North Carolina.

King—High school will be erected.

North Dakota.

Ruso—2-story school will be erected; \$5,000. Bismarck—School will be erected; \$1,000. Fargo—Plans are being prepared for parochial school; \$25,000. Souris—Bids were received for school, Dist. No. 8. Verva—School will be erected, Dist. No. 52. Greenville—School will be erected, E.

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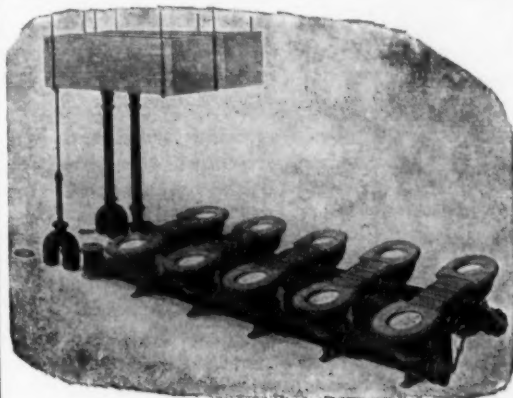
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Greenville. Taylor—School will be erected. Dag-
lum—School will be erected. Dickinson—School
will be erected. Scranton—Archts. Wherry &
Happe, Mitchell, S. D., have plans for school;
\$10,000. Bantry—Central school building will be
erected. Joliet—2-story school will be erected.
Lansford—School will be erected. Carson—School
will be erected. Dunseith—School will be erected.
Garrison—School will be erected. Newburg—
School will be erected. Crosby—Parochial school
is being considered.

Ohio.

Bellefontaine—\$35,000 bonds were voted for
school. Hamilton—School will be erected. Ober-
lin—School will be erected, Dist. No. 4. Kansas
—4-room school will be erected. Cincinnati—
Archts. Werner & Burton, Mitchell, S. D., have
plans for school; \$3,000. New Paris—Archt. W.
S. Kaufman & Son, Richmond, have plans for
school. Medina—Archt. F. H. Grunninger, War-
ren, has plans for school; \$35,000. Van Wert—
Archt. R. A. Bradley, Ft. Wayne, has plans for
high school; \$35,000. Tallmadge—School will be
erected, Tallmadge Center. Cincinnati—3-story
school will be erected; \$125,000. Warren—Pro-
pose erection of school. Dayton—Propose erec-
tion of school.

Oklahoma.

Medford—School will be erected. Dixie—1-
story school will be erected. Woodward—High
school will be erected. Luther—School will be
erected. Apache—2-story school will be erected.

Oregon.

Union—High school will be erected; H. G.
Ellis, Archt., Spokane, Wash.

Pennsylvania.

Titusville—\$100,000 bonds were voted for high
school. Jackson—School will be erected. Wilkes-
barre—3-story high school will be erected. Char-
lerol—Propose erection of school. Shamokin—
\$150,000 was voted for school. St. Marys—\$40-
000 bonds were voted for school. Waynesburg
—Contract was let for high school, Richhill Twp.
Middletown—Archt. C. C. Lloyd, Harrisburg, has
plans for 2-story school; \$50,000. Throop—4-
room school will be erected. Mt. Union—Bids
were received for school. Reno—Archt. Burton
Peters has plans for school. Swarthmore—
Archts. Seymour & Paul Davis, Philadelphia,
have plans for high school; \$25,000.

Rhode Island.

Pawtucket—Archt. R. G. N. Monahan has plans
for 3-story school; \$80,000.

South Dakota.

Northville—School will be erected. Crandall—
School will be erected. Colman—Bids were re-
ceived for school. Clear Lake—2-room school
will be erected. Morrissetown—School will be
erected. McIntosh—Contract was let for school.

Tennessee.

Nashville—Bids were opened for the Johnson
City Normal School. Tazewell—Contract was let
for 2-story high school. Chattanooga—Contracts
were let for five schools.

Texas.

Marshall—High school will be erected. York-
town—2-story school will be erected. Tennessee
Colony—Bonds were voted for school. Midfields
—2-room school will be erected. Petty—School
will be erected. Poteet—Site was donated for
school. Richmond—Four county schools will be
erected. Valdosta—School will be erected. Gon-
roe—Propose issuance of \$25,000 bonds for school.

Utah.

Ogden—Plans have been considered for school.
Edison and Twenty-third. Salt Lake City—Tech-
nical high school will be erected.

Vermont.

Springfield—School will be erected on Park
St.; \$15,000.

Virginia.

Glenallen—Archt. C. M. Robinson, Richmond,
has plans for school.

Washington.

Asotin—School will be erected, Dist. No. 8.
Chewelah—Contract was awarded for 5-room
school.

West Virginia.

Weston—High school will be erected; \$75,000.

Wisconsin.

West Allis—School will be erected, Second
Ward; \$25,000. Milwaukee—Boys' trade school
will be erected by the students; \$3,000. Fond du
Lac—Archts. H. Messmer & Son, Milwaukee,
have plans for high school; \$125,000. Clear Lake
—Archt. F. D. Orff, Min-
neapolis, has plan for
school; \$20,000. Rosen-
dale—Archts. Chandler
& Park, Racine, have
plans for school; \$45-
000. Green Bay—Pro-
pose erection of school.

Coming Conventions.

Feb. 17 and 18. Ill-
inois State Academy of
Science, at University
of Chicago and Field
Museum. A. R. Crook,
Sec'y.

Nov. 4 and 5. Iowa
Association of Science
Teachers at De Moines.
F. E. Goodell, Sec'y
and Treas.

Nov. 21-22-23. Eastern
Division Oregon State
Teachers Association
at La Grande.

Dec. 21-22-23. West-
ern Division Oregon
State Teachers' Asso-
ciation at Portland.

Nov. 26. Association
of Teachers of Mathe-
matics in the Middle
States and Maryland at
University of Pennsyl-
vania, Philadelphia,
Pa. Eugene R. Smith,
Secretary, Brooklyn,
N. Y.

Oct. 31. Nov. 4. Nev-
ada State Teachers'
Association at Goldfield
and Tonopah. John
Edwards Bray, State
Superintendent of Pub-
lic Instruction, Carson
City.

Nov. 3. Iowa Asso-
ciation of Mathematics
Teachers in Des Moines,
Miss Harriet Solomon,
Sec'y, Keokuk, Ia.

Chicago, Ill. The school board has recently
adopted the following texts:

Elementary schools, Modern Music series, spe-
cial third book (Silver Burdett); Laurel music
reader (C. C. Birchard); Palmer's business writ-
ing (Palmer Co.).

High school open list, Moore & Miner's book-
keeping (Ginn); Goodyear standard accounting
(Goodyear-Marshall); Whigam and Frederick's
bookkeeping (Heath); Linville & Kelly's Zoology
(Ginn); D'Ooge's Latin composition (Ginn);
Bennett's Latin Grammar (Allyn & Bacon).

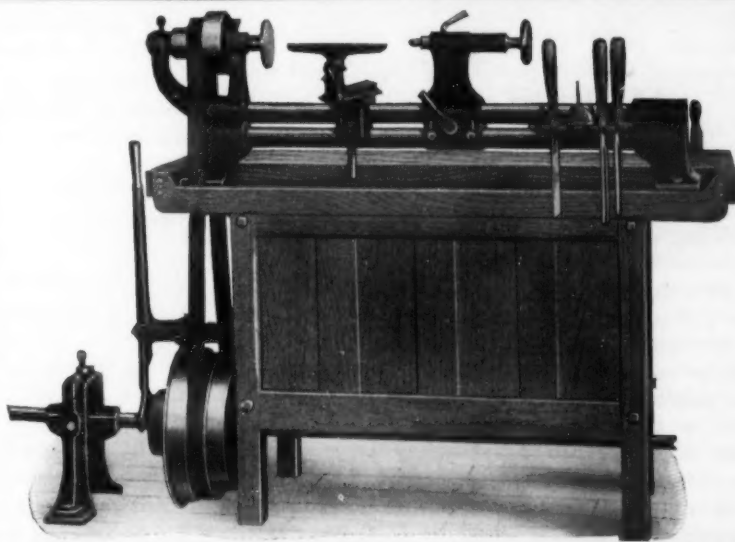
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ies which, for the
past five years,
have found our
Vises and Benches
entirely satisfac-
tory to the exclu-
sion of all others:
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Kansas City, St.
Paul, Minneapolis,
Omaha, Louisville
and Nashville.

In October, 1908,
the Government
selected one of our
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of fourteen Government Schools in Alaska. We feel that we
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completeness embodied in our benches.

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TEACHERS' SALARIES.

Harrisburg, Pa. The school board has recently revised its rules governing the appointment and compensation of teachers. The new rules require:

Each year, at the time of the regular annual election of teachers, such number of substitute teachers shall be elected as may be deemed necessary to do the work of general substituting in the schools of the city. These teachers shall be teachers of wide and successful experience, selected from the regular teaching corps, and, when not engaged in actual substitute work, shall, under the direction of the principals of the buildings to which they may be assigned, spend their full time during school hours in teaching backward pupils, and in assisting principals as directed. These general substitute teachers shall be employed at the maximum salary of the grades.

In cases of absence caused by personal illness, certified to by the family physician, or death in the immediate family, teachers will receive half pay, provided, that during the school year, such absence shall not exceed a total of two weeks.

The minimum for male teachers in the high schools shall be \$950 per year, with a maximum of \$1,400, and for female teachers, the minimum salary shall be \$750 per year, with a maximum of \$1,200, both classes increasing at the rate of \$50 per year until the maximum salary is reached.

In the event of emergency requiring the services of teachers possessing special and unusual qualifications, the above maximum schedule may be exceeded, but this new maximum may not exceed \$1,800, which shall be attained by annual increases not exceeding \$50.

This rule shall not reduce any teacher now receiving a salary in excess of the maximum herein named.

The supervisors of music and drawing, the principal of the Teachers' Training School, and the secretary to the principal of the high school shall be rated on the same salary schedule as high school teachers. The salary of the secretary to the principal of the high school includes such services as she may be required to perform during the vacations of the school.

The minimum salary for assistant teachers of music and drawing shall be \$500 per year, increasing at the rate of \$50 per annum until the maximum salary of \$1,000 per year is reached.

All the above salaries shall be divided into ten equal payments, the payments to be made at the end of each school month.

Woonsocket, R. I. The maximum pay of women teachers in the grades has recently been increased \$50 for the present school year. A similar raise is provided for the school year, beginning in September, 1911.

Pontiac, Mich. After careful consideration, the school board recently decided to make a substantial raise in the salaries of teachers.

For the grades from the kindergarten the salaries will be from \$450 to \$600, as against \$400 to \$550. The salaries of the principals in the eight and ten-room buildings were raised from \$700 to \$800, and the principals of the four-room buildings from \$550 to \$650. All the high school teachers were given an annual raise of from \$50 to \$100 each. The county normal teachers were given a raise from \$600 to \$700,

Pointers on Maps and Globes

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and from \$800 to \$900. The janitors also were given a raise of \$5 a month.

Peoria, Ill. The school board has fixed the minimum pay of teachers at \$45 per month and the maximum at \$85. Teachers of the eighth grade will receive \$3 per month in addition to the scale.

Baltimore, Md. A committee in charge of the revision of the school board's rules is considering increases in the salaries of elementary teachers. At present the initial salary of instructors is \$440. This it is proposed to raise to \$500 if the finances of the board permit.

All teachers' contracts in the city of Cleveland, O., are for one year. It was recently suggested that instructors who have four years' successful experience be given two-year appointments and those who have ten years' service to their credit be employed for four years. The teachers' committee of the board, however, refused to take action.

Agriculture.

The Pennsylvania state department of education has prepared a course of study in agriculture for elementary rural schools. A pamphlet in which this course is printed with suggestions for teaching, reference publications, etc., has been mailed broadcast to superintendents and teachers.

Topics suggested in the course include the following:

I. Soils—(a) origin, kinds, structure, combination; (b) moisture, temperature, air of soil; (c) soil feeding; (d) soil cultivation; (e) fertilizers.

II. Crops—(a) seeds, including structure and germination, selection and testing, dissemination and uses; (b) planting, cultivation and harvesting; (c) uses to the soil, to man, to animals; (d) rotation; (e) diseases and their remedies.

III. Propagation of Plants—(a) layers, runners, budding, cutting, grafting; (b) experiments and observation; (c) sprays for fruit trees and plants; (d) flowers-fertilization; (e) weeds—their prevalence.

IV. Orchard, garden and field insects, plant enemies.

V. Birds, useful and destructive.

VI. Domestic animals.

VII. Farm dairying.

VIII. Poultry—(a) brooders, incubators; (b) varieties; (c) egg production, selection, preservation; (d) proper houses.

IX. Farm buildings.

X. Farm tools and machinery.

XI. Trees and tree planting, forestry.

XII. Improvement of home and school yards.

XIII. Window gardening.

XIV. School gardens.

XV. Good roads.

XVI. Cost of growing, harvesting and marketing crops.

XVII. Relation of domestic animals to soil fertility and farm economy.

The Louisiana state board of education has recently fixed the minimum requirements for agricultural schools which desire to share in the special state appropriations for the teaching of farm science in public schools. The board demands that schools shall have the following:

"1. The school must have a demonstration farm of as much as five acres in one body and an option on an additional five acres which may be secured in the event that it should be needed.

2. The demonstration farm must have around it a fence which is proof against rabbits, chickens and stock.

3. There must be a barn with as many as five stalls for horses and cattle, a weevil proof grain bin containing as much as 1,500 cubic feet, a fertilizer room, a hay loft, and a tool room.

4. Apparatus for teaching the sciences: (a) If the agricultural department is in a state approved high school there must be \$100 worth of apparatus selected especially for the teaching of agriculture and in addition to this the school must have the apparatus required of all approved high schools. (b) If the school is not an approved high school it must have as much as \$100 worth of apparatus for agricultural

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RECOMMENDED KEY ALPHABET

Letter	Name	Key-word	Letter	Name	Key-word
ā		art	ē		nor
ā		artistic	ē		not
ai		aisle, find	ei		oil
au		out, thou	p	pī	pit
ā		air	r	er (or ūr)	rat
a		at	s	es	set
b	bī	be	sh	esh	ship
ch	chī	chew	t	tī	ten
d	dī	day	th	eth	thin
ē		prey	th	eth	that
e		men	ū		mood
f	ef	fee	ū		push
g	gī	go	ū		urge
h	hī	he	u		hut
i		marine	v	ev (or vī)	vat
i		tin	w	wī	win
iu		mute	y	yī	yes
j	jī (or jē)	jaw	z	ez (or zī)	zest
k	ki (or kē)	kin	z	ez	azure
l	el	let			
m	em	met	a	for a in	ask
n	en	net	ə	{ " a "	about
ŭ	ej	sing		{ " e "	over
ō		note	i	{ " i "	candid
o		poetic		{ " e "	added

The above key is recommended by a committee of the N. E. A. for general adoption. It discards all diacritic marks and conforms to international usage. It will be presented for adoption by the Department of Superintendence at Mobile in February, 1911.

teaching. There should be classes in the school through the ninth grade, there must be as much as \$76 worth of additional apparatus; if there are classes in the tenth grade there must be as much as \$150 worth of apparatus in addition to the two amounts named above.

5. Tools—The school must have as much as \$40 worth of tools. (b) Implements—The school must own as much as \$140 worth of farm implements. (c) The school must own a horse or a mule. (d) The school must have an appropriation of \$250 which may be used as the local authorities think best in promoting the work in agriculture.

6. The school must employ a teacher in agriculture satisfactory to the department of education. He must be a graduate of an agricultural college and he should have had some practical experience in farming. He must not be the principal of the school. He must be employed for twelve months of the year and he must be required to teach no class in the school outside of the department of agriculture, with the exception that he may be permitted to do all the work in botany and zoology, if these subjects are given an agricultural turn."

The state board has fixed the maximum number of schools which will receive state aid during the school year 1910-11, at twenty. Each school selected will first be inspected by Mr. V. L. Roy, state supervisor of agricultural education.

AN ENTERPRISING COMPANY.

The Peabody School Furniture Company of North Manchester, Indiana, report the present school season the largest in the history of the business. Shipments have been made to every state in the Union and special orders are still being received. The famous "Peabody" desk has been demanded as never before and is an appreciation of the fifteen years of effort which have preceded its perfection.

An interesting fact which is not generally known is that this company has for the past three years supplied the United States Government with all the desks used in the Government Indian Schools. These schools now have a very wide range and they may be found in many sections of the country. They are administered at Washington and form an important part of our national educational system.

The wood for these desks as also all the other furniture made by the company comes from the five modern sawmills operated at Columbia City, Piercetown, Denver, Rochester and La Fontaine, Indiana. All are within thirty miles of the factory and have supplied all the wood for twenty-five years. This gives the company perfect control over its product from the very woods to the schoolroom.

The equipment at North Manchester, which is the main office and factory, is most perfect in every detail. The machinery is all the latest, while the processes of manufacture are in keeping with the most improved of the day.

The factory has a capacity of 350 desks and 600 chairs per day. The Big Four (New York Central Lines) and the Vandalia Railway (Pennsylvania Lines) have spur tracks to the factory. This, of course, means ready shipment to every point of the compass.

The American School Board Journal wishes this enterprising company success.

Vocational Schools.

Dean Davenport in speaking on the above topic said: "Our educational machinery was originally designed to fit a very small per cent of the people for two or three so-called learned professions. Without altering the machinery very much we progressed into an era of universal education when it was expected and hoped that individuals from all classes of people, amounting theoretically to the one hundred per cent, should enter the schools. We even enacted compulsory school laws to be certain that all the children of all the people should become more or less educated.

It is not strange that an educational system designed for the five per cent should not altogether succeed when applied to the one hundred per cent. This is because some ninety to ninety-five per cent of our people follow industrial occupations, a fact which is fundamental because in the most highly educated state, even though every man were a college graduate, we should still have farming and building, and the problems of the factory and of the shop would be with us then as now."



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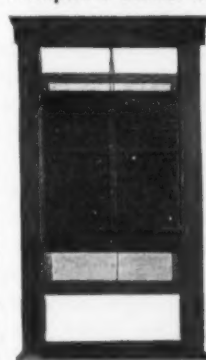
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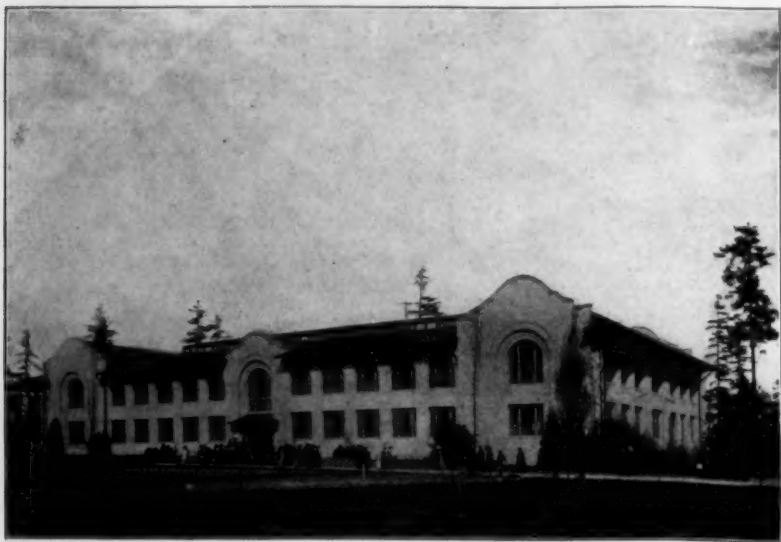
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An Experiment Worth While.

Every schoolman recognizes the constant trouble encountered in supervising boys' toilet rooms of large elementary schools. An experiment made recently by Supt. Harold Barnes of Princeton, Indiana, may prove suggestive in dealing with one phase of the problem. Mr. Barnes writes:

"It is well known that in toilet rooms, boys' especially, the walls and partitions are usually much marked up and mutilated, unless carefully supervised. It seems as if the mind of the boy at such times and places is abnormally free from any sense of responsibility and that there is a ready proneness to suggestions of various kinds. This open, aimless, wandering condition of mind is one into which stray thoughts or suggestions of any kind easily enter and receive entertainment. If the boy sees names or initials written or carved upon the wall it readily suggests that he do likewise. If he observes some indecent or obscene language he is very likely moved also to add his contribution to such questionable literature.

Recognizing these facts, the thought suggested itself to the mind of the writer that if something in the way of environment of the right kind could be supplied that the mind of the boy might be directed into a useful and proper channel. Acting upon this suggestion, a goodly number of short quotations from various standard literary productions, both prose and poetry, including proverbs, wit, humor and homely philosophy were printed on placards in large type so that they could be readily seen at a distance. These placards were hung up in the toilet rooms in conspicuous places and allowed to remain for a few days, then they were taken down and new ones substituted in their places. This was continued during the year. Care was taken not to include any of the "goody-goody" type of quotations, which is the natural aversion of most healthy-minded boys.

For the first few days the placards remained unmolested and then happened what every experienced educator would naturally expect—a reaction on the part of some boy or boys and the decoration of the placards with obscene expressions. As soon as this happened, the decorative placards were removed and new ones hung up in their places. A number of placards during the first few weeks of the experiment were marked in this way, but each time the mutilated copy was replaced by a new one. No attempt was made to find the boys who did the marking, although general remarks were occasionally made in explanation of the plan.

Gradually the marking on the cards ceased and toward the end of the year every card re-

mained free from decoration of any kind. Not only that—the walls and partitions of the toilet rooms had ceased to be the recipients of initials, names and obscenity. The tendency to mark or carve seemed to be inhibited. It is felt, however, that the value of the plan consisted not only in the inhibition as regards the marking and carving, but that the thoughts and suggestions contained in the quotation on the placards were valuable from a cultural and educational standpoint. The boy under such environment was given something continually worth while to see and think about.

VOCATIONAL EDUCATION.

(Concluded from Page 5)

mere machines, they will have to be better and better trained, and by better I mean broader and deeper.

Progressive Spirit Needed.

As in the present system, so in the new it is necessary to have a graduated arrangement. From the industrial schools boys and girls, having a bent for the artistic, should graduate to an industrial art school. Besides the industrial art school we should look to a time when we can emulate France and Germany by adding types of higher technical education. While the Massachusetts School of Technology, Sheffield at Yale, Sibley at Cornell, Cooper Union, Pratt, the Mechanics Institute and many others are doing good work, it is not along correlated or co-ordinated lines. Still we have every reason to rejoice in the wisdom of the Coopers, Pratts, Sibleys and Sheffields. They were not only pioneers, they were prophets. They were not visionary. They knew the nation's needs. They saw that this must one day be a great industrial and commercial country. It is to go on in ever increasing power as an industrial and commercial factor in the world's work. To meet the nation's new needs along the lines under discussion, will be the work of the men and women who are watching the forces and factors that have worked for success in the world's work elsewhere. The action of City College of New York is suggestive. It has opened classes along the lines of its day classes. Here is a great hint. Why not utilize every well equipped school for evening work? Boys in the Stuyvesant Evening Trade School, in New York City, have proved the wisdom of Supt. Maxwell, the board of education and the board of superintendents. No opposition to this scheme has been heard. It is as near to the help as it is to the manufacturer. Both are benefited. The one gets a better workman, the other becomes a better workman, capable of earning and sure to receive more pay. No money invested in education pays a richer return than do the

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evening trade, continuation or, perhaps better—further developing schools.

Further Developing Schools.

There should be evening schools of this kind in every community. They should be supported by all interested in educational work, for they fill a great need. They give boys who go to work at an early age, say at 12 or 13 or 14, a chance to add to what they took away from school. They do more, they give a boy a good chance to get easily and early what he would have to work hard to get as an apprentice, and only after many years of weariness of spirit and lynx-eyed watching. How true this is, is too well known to admit of doubt, or to require discussion. Their aim should be eminently and primarily practical. Students should be urged to bring into the school problems that arise in the shop. Teachers should be taught to give the students a good deal of what they want; but never so much and so constantly as to destroy all ambition for what is best. It often happens that boys, if left to themselves,



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will work on the objects they expect to own when school is at an end. It just as often happens that boys will not work on "jobs" assigned by the teacher if it is not on an object that may be carried away. This is a weak point; and if persisted in prevents the education, makes it selfish and onesided. To be what it ought to be, all the instructions should aim at character building as well as at manual dexterity and trade efficiency.

(To be concluded in November)

COMING CONVENTIONS.

- Oct. 7-8. Wisconsin Association of City Superintendents at Madison.
- Oct. 10. California State Council of Education in San Francisco.
- Oct. 19-20-21. North Dakota State Teachers' Association at Bismarck.
- Oct. 20-22. Kansas State Teachers' Association at Topeka.
- Oct. 21. Connecticut State Teachers' Association at Hartford and New Haven. G. H. Tracy, president, Danbury; S. P. Willard, secretary, Colchester.
- Oct. 27-28-29. Rhode Island Institute of Instruction at Providence.
- Oct. 27-29. Vermont Teachers' Association at Rutland. Supt. E. G. Ham, president, Randolph.
- Oct. 28-29. Northern Illinois Teachers' Association, Western Section, at La Salle. S. F. Parsons, secretary, De Kalb.
- Nov. 1-2-3. South Dakota Educational Association at Huron. J. F. Olander, secretary, Pierre.
- Nov. 3-4. Minnesota Associated School Boards at St. Paul (with M. E. A.). Geo. E. Perley, president, Moorhead.
- Nov. 3-4-5. Minnesota Educational Association at St. Paul. Supt. E. M. Phillips, president, Albert Lea; John M. Guise, secretary, St. Paul.
- Nov. 3-4-5. Iowa State Teachers' Association at Des Moines.
- Nov. 3-5. Wisconsin State Teachers' Association at Milwaukee. G. H. Landgraf, president, Marinette; Katherine Williams, secretary, Milwaukee.
- Nov. 4-5. Northern Illinois Teachers' Association, Eastern Section, at University of Chicago, Chicago. S. F. Parsons, secretary, De Kalb.
- Nov. 14-17. Northern California Teachers' Association at Redding.
- Nov. 17-18-19. National Society for the Promotion of Industrial Education at Boston.
- Nov. 21-23. Colorado State Teachers' Association at Denver. Wilson L. Schaefer, president; W. W. Remington, secretary, Denver.
- Nov. 23-25. Nebraska State Teachers' Association at Lincoln.
- Nov. 25. North Texas Teachers' Association at Van Alstyne. Charra Barlow, corresponding secretary, Dallas.
- Nov. 24-26. Idaho State Teachers' Association at Boise.
- Dec. 26-30. Arizona Teachers' Association and Joint Territorial Teachers' Institute at Douglas.
- Dec. 27-28-29. Montana State Teachers' Association at Helena.
- Dec. 21-23. Indiana State Teachers' Association at Indianapolis.
- Dec. 27-28-29. New Mexico Teachers' Association at East Las Vegas. Hon. J. E. Clark, president, Santa Fe.
- Dec. 27-29. New Jersey Teachers' Association at Atlantic City. J. J. Savitz, president, Westfield.
- Dec. 27-28-29. Illinois State Teachers' Association at Chicago. Ella Flagg Young, president; Caroline Grote, secretary, Macomb.
- Dec. 27-29. American Association for the Advancement of Science at Minneapolis, Minn. A. Ross Hill, vice-president, Columbia, Mo.; C. R. Mann, secretary, University of Chicago, Chicago.

Dec. 27-29. Washington Education Association at the University of Washington, Seattle. O. C. Whitney, secretary, Tacoma.

Dec. 27-29. Arkansas State Teachers' Association at Little Rock. A. L. Hutchins, corresponding secretary, Augusta, Ark.

Dec. 27-28-29. Utah Teachers' Association at Salt Lake City. A. C. Nelson, state superintendent of public instruction.

Dec. 27-30. Florida Education Association at Pensacola.

Dec. 27-31. American Historical Association at Indianapolis.

Dec. 27-29. Southern Education Association at Chattanooga, Tenn. D. B. Johnson, president, Rock Hill, S. C.

Dec. 28-29. Ohio School Improvement Federation at Columbus. W. N. Beetham, secretary, Bucyrus.

Dec. 28-29-30. State Teachers' Association of Texas at Abilene. P. W. Horn, president, Houston.

Dec. 28-29-30. Wyoming Teachers' Association at Cheyenne. Hon. A. D. Cook, president, Cheyenne.

Feb. 15-16-17. Oklahoma State Teachers' Association. Meeting place not yet selected.

Feb. 23-24-25. Southern Minnesota Teachers' Association at Mankato. J. A. Hancock, president, Mankato.

Oct. 27-29. Michigan State Teachers' Association at Bay City.

Nov. 10-12. Missouri State Teachers' Association at St. Joseph.

Oct. 20-21. Northwestern Wisconsin Teachers' Association at Eau Claire, Wis. W. H. Schulz, president.

Oct. 21-22. New Hampshire State Teachers' Association at Manchester. F. T. Sutcliffe, president.

Dec. 27-30. Montana State Teachers' Association at Missoula.

Oct. 20-21. Kansas Association of Mathematics Teachers at Topeka, Kans. Emma Hyde, secretary, Emporia, Kans.

Dec. 30. American Nature Study Society at Minneapolis, Minn. Fred L. Charles, secretary, Urbana, Ill.

Dec. 27-30. New York State Teachers' Association at Rochester.

Oct. 27-29. Maine State Teachers' Association at Bangor.

SCHOOL ARCHITECTURE.

(Editorial. Milwaukee Free Press)

A manual on "School Architecture," compiled by William George Bruce, is of interest for the light thrown, by its 150 odd illustrations, on the attempt now making to solve the problems presented by the modern school building in adapting it to its needs and at the same time turning it into something more significant and pleasing than the unsightly barracks or the big barn-like structure it was in its inception. The barracks idea is hard to eradicate; many pretentious towns have not yet got away from it, whether owing to a want of originality in the designer or to mistaken economy in the school board it is hard to say. Nearly every style has been experimented with, from renaissance to Tudoresque, from Gothic to colonial. Some are manifestly ill-adapted to this use, as is demonstrated by the Queen Anne structure at Seattle, while others lend themselves more kindly to the requirements of the occasion.

Architects have worked untrammelled at the problem, and the result is buildings grandiose or commonplace, but in exceptional cases both felicitous and original. There are schools that look exactly like a country club, with others that might stand as models for a city clubhouse; its clustered chimney pots and outlying turrets give one of the University of Minnesota buildings the character of an English country house. The Queen Anne effect, as worked out at Seattle and Sturgeon Bay, fails to commend itself; but the

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Georgian design at Pratt, Kas., shows an admirable adaptation. Modifications of the Parthenon at New Rochelle and Battle Creek seem to indicate that whatever the modern high school is modeled on, it should not be a Greek temple, graceful though that structure be. Yet two signally successful adaptations are a three-story building at Monmouth, Ill., in the neo-classical, with pillared portico and entablature, crowned with a belfry; and a two-story modification of the same style with low unbroken roof line, at Gwynn, Mich., both of which are examples of what a well weighed school may be.

The more creditable designs are by no means confined to the east; the newer and more original treatments must be sought in western communities. Indiana, Kansas and Idaho contain some of the most artistic examples, while oddly, the most picturesque belong to Oklahoma and California, where the Spanish or mission influence has been allowed to prevail. The Franklin school at Oakland, at Pasadena, Sonoma and Los Gatos high schools, are cases in point. Cass Gilbert's high school at Madison, an imposing mass of brick and mortar, is not a contribution of value to the problem of housing public schools. It may be conceded that the mediaeval German, Georgian, modified classical and what is known as composite seem best adapted to modern school conditions. A thoroughly modernized classical meets the requirements fully, a singularly graceful example of which is at Berkeley, Cal., while the composite structure at Jamestown, S. D., the Chandler school at Philadelphia, and buildings at Conneaut, O., and Brooklyn, Pittsfield and Gwynn, Mich., may be cited the most successful in meeting the requirements of beauty and suitability as regards the exterior.

Text Books.

Girard, O. The school board has adopted Brooks and Hubbard's rhetoric (American); Hoadley's Physics (American).

Petoskey, Mich. Adopted Barnes' Brief Course in Benn Pitman Shorthand.

Sandusky, O. Adopted Johnson and Sanford's Caesar.

Bethlehem, Pa. The school board has recently adopted: Tappan's English Literature (Houghton Mifflin Co.); Moore's commercial arithmetic (American); Gulick's Good Health and Prang's Art Education Drawing Books (Prang).

Keokuk, Ia. The school board has recently adopted Hubbard's composition-rhetoric (American); Moore and Miner's business arithmetic (Ginn); Hawkes' algebra (Ginn); Foreman's civics (Century).

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The sanitary and hygienic features in school architecture as incorporated in state laws are tersely and intelligently treated. They serve as a guide for a strictly sanitary building.

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A chapter is devoted to a general outline to be presented by Boards of Education inviting architects to submit plans. The outline is suggestive in formulating specifications for both larger and smaller buildings, omitting or adding such items as the school building in contemplation may require.

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NEWS AND NOTES.

St. Joseph, Mo. The rules of the school board relating to the readmittance of pupils after recovering from contagious diseases have been recently modified. In mild cases health certificates from the medical inspector will not be required. A certificate from the family physician will be accepted.

Supt. F. D. Haddock of Sioux City has arranged a question box for the teachers' meetings which he conducts each month. Instructors are urged to place in the box questions which they desire to have answered at the following meeting. Suggestions, criticisms and topics for discussion which may prove helpful are solicited.

Boston, Mass. Upon authority of Mayor Fitzgerald, the board of health has made an important change in the medical inspection of the public schools.

Under the new system the health department will engage forty doctors at \$1,000 a year for inspecting the pupils of the public schools, from 9 to 12 and 2 to 4, every school day. At present the department pays 80 doctors \$200 a year each, and most of them do little more than collect the money.

The change will cost the city \$28,000 a year more. The doctors will be obliged to qualify before the civil service commission.

The Michigan state board of health has issued an order that all public schools be supplied with individual drinking cups or some device that will take the place of the common drinking cup. All schools are expected to comply with the order not later than the beginning of the next school year.

The average length of all school terms in Arkansas during the past year was 106.5 days, an increase of 8.2 days over the year previous, according to figures of State Superintendent

George B. Cook. During the year previous the average length of a school term was 98.2 days and in 1908 was 93.9 days.

The figures show that the actual increase in the amount of schooling—as the result of increases in length of terms—in Arkansas during the past year would amount to seven full years of schooling, nine months to the year, for 1,660 children.

There are 8,130 schools in the state and 863,846 days of school were taught. The average number of children in school each day was 255,135. On an average basis each child received 8.2 days more schooling this year than last.

Davenport, Ia. The school board has recently given public notice that it will not countenance the defacing of school property. At a meeting the following rule was read:

"Pupils who shall be guilty of defacing or injuring any of the school property shall pay in full for all damages, failing to do so, they shall after due notification of parent or guardian, be suspended from the school, and be readmitted only by permission of the board."

Mr. George L. Farley, of New Haven, Conn., has been elected superintendent of schools for Brockton, Mass. He succeeds Don C. Bliss.

Canton, Ill. The superintendent has been authorized by the school board to give general and particular orders to the janitors employed in the schools.

Bellefontaine, O. The two-session plan has been re-introduced in the high school. It was found that the students did not prepare their recitations when one session was held daily as when two were held.

Des Moines, Ia. The superintendent, in revising the course of study, has eliminated from arithmetic portions which are of no value to children. Among the topics dropped are cube

root, compound fractions, partial payments, wine measure, etc.

Youngstown, O. A system of medical inspection has been introduced in the public schools. Four physicians have tendered their services free for the complete examinations to be undertaken shortly after the opening of the fall term. Five nurses have been employed to conduct the daily examinations of suspicious cases and to treat skin diseases and minor accidents during the entire school year.

Nearly \$40,000 will be distributed to retired Boston school teachers during the current year, under the reorganized pension system, as provided by the last session of the legislature. The sum will go to 104 individuals in amounts ranging from \$104 to \$600.

Marlboro, Mass. The school board has for a number of years experienced difficulty in holding male principals and is hesitating between a policy which means the appointment of women only or considerable increase in the salary of the men masters now in the schools. It has been charged that Marlboro schools are considered a place of preparation for future advancement by many of the principals, to the detriment of the public schools.

Boston, Mass. The school committee has recently passed a rule that non-resident pupils in the evening schools pay tuition.

Chicago, Ill. Engineers in the public schools received an increase of five per cent in salary on the first of July. A further increase of five per cent will be given after January 1, 1910. This increase will raise the annual salary list for engineers about \$10,000 after January, 1911.

The school board at Colorado Springs is considering the introduction of the cottage plan for some of its new school buildings.

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